The Manual Training Schedule

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DEPARTMENT OF EDUCATION
THE CITY OF NEW YORK

THE MANUAL TRAINING SCHEDULE

SUGGESTED EXERCISES IN DRAWING
CONSTRUCTIVE WORK AND DESIGN
FOR ALL GRADES
IN THE
PUBLIC SCHOOLS
OF THE
BOROUGHS OF MANHATTAN AND THE BRONX
NEW YORK CITY

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NEW YORK
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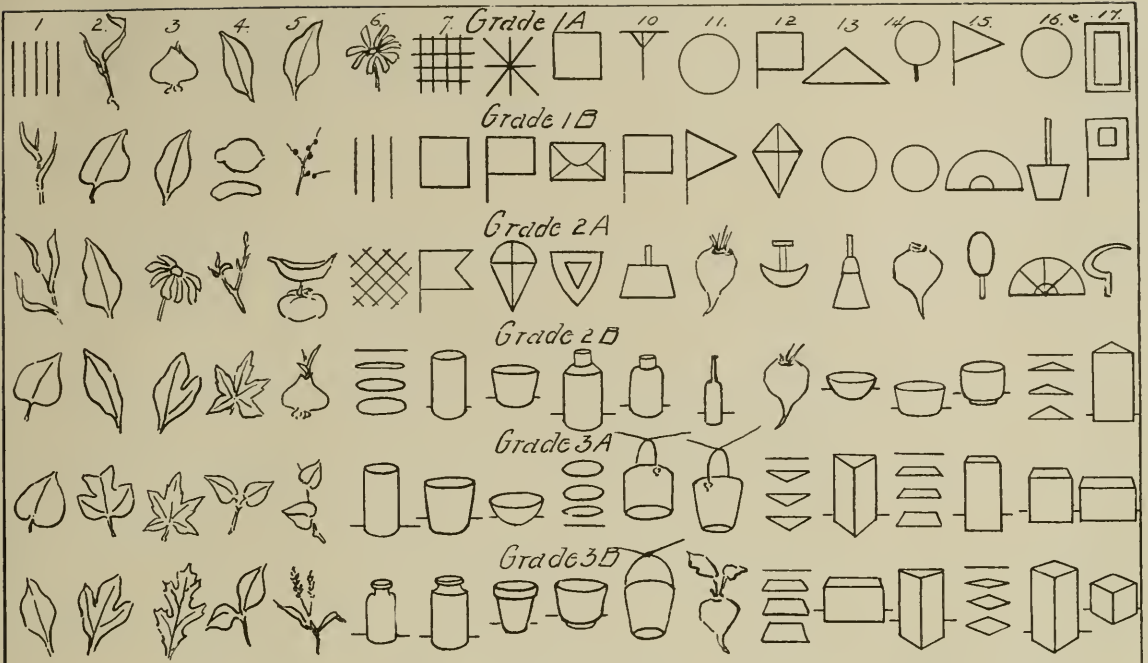
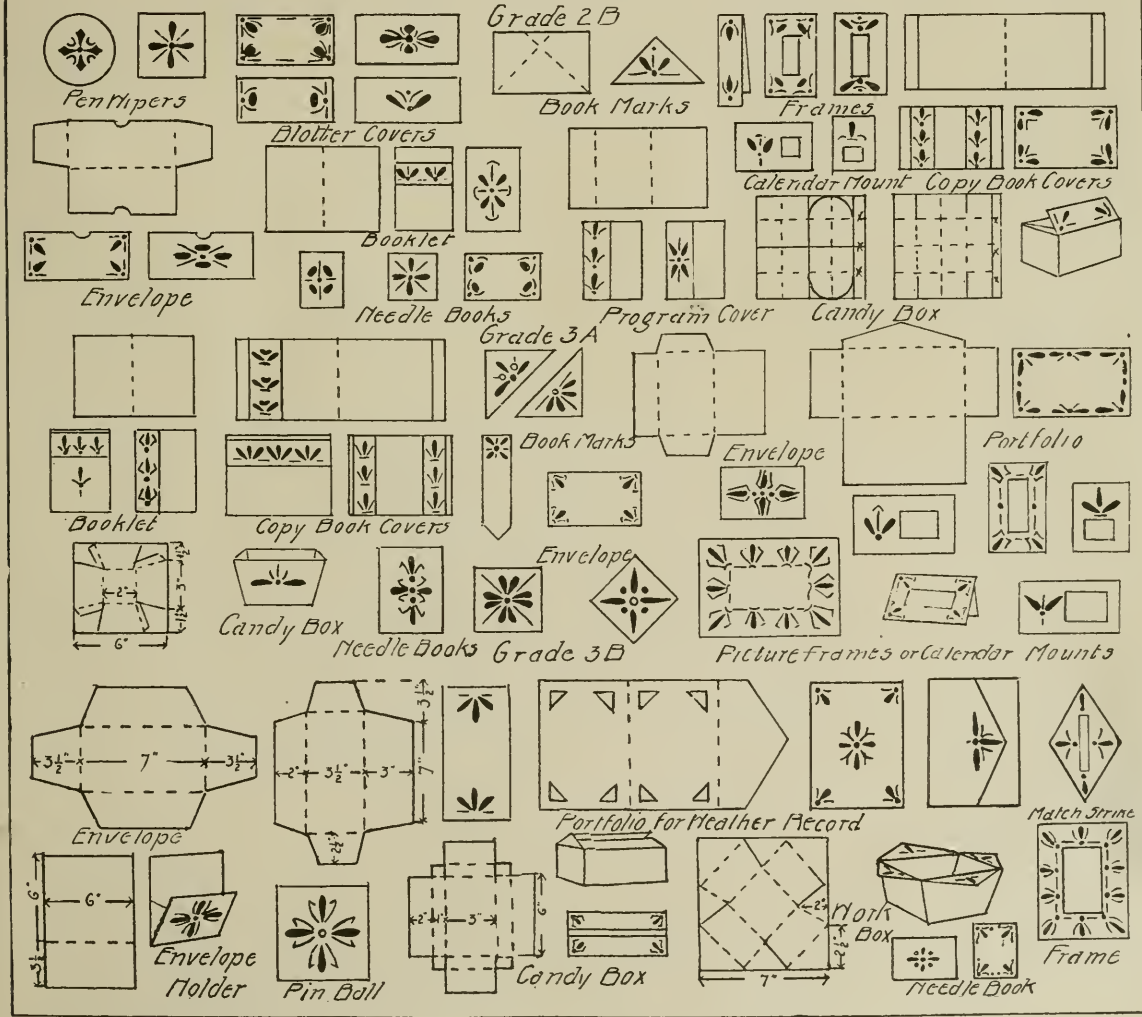
1903



CONSTRUCTION AND APPLIED DESIGN FOR GIRLS—GRADES 2B–3B



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Suggested Exercises in Drawing, Constructive Work and Design.

GRADE 1A.

Total time per week 180 minutes, to be divided into five periods of appropriate length, for lessons on Drills, Object Drawing, Illustrative Drawing, Color and Design and Constructive Work.

For Half Day Classes: the lessons on Object Drawing and Constructive Work are suggested.

LINE DRILLS.—A lesson on drills should be given the day before each lesson in Object Drawing. Backward pupils should practice these drills upon the blackboard.

Aim to secure in this practice, **correct pencil holding,** flexible wrist and **free arm movement.**

For the last five weeks a lesson on plant form drawing should be substituted for the drill lesson.

OBJECT DRAWING LESSONS.—One Lesson Each Week.

Aim to secure **large** drawings, **centrally placed.** Emphasize proper **pencil holding** and **free arm movement.**

In plant form drawing aim at **true direction** of line and **shape of mass.** Use color where possible.

In Object Drawing, use crayon or pencil; in Plant Form drawing, crayon, chalk, charcoal or brush.

1. Drill on horizontal lines.
2. Drill on vertical and horizontal lines.
3. Square object, as handkerchief.
4. Straight line object, as window pole.
5. Oblong object, as picture frame or flag.

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6. Vegetable or fruit in mass.

7. Triangular object, as cocked hat.

8. Triangular object, as pennant.

9. Circular object, as hoop.

10. Circular object, as fan.

11. Spherical object, as ball or orange.

12. Vegetable or fruit in mass.

13. Flat object, as slate or shovel,
or
Vegetable or fruit in mass.

14. Line Drill: grass strokes.

15. Plant form, as grasses.

16. Grasses in mass or simple leaf in outline.

17. Simple flowers in mass,
or large leaf in outline.

ILLUSTRATIVE DRAWING.—A lesson each week as appropriate opportunity offers, in connection with Language Work (Poems, Stories, etc.), Nature Study (Plants, Animals, Natural Phenomena, etc.), Individual Experiences (Occupations, Games, Holidays, etc.).

Aim to secure **clear, simple, expressive** drawings, telling the story in the child's way. **Suppress details** and develop **idea of proportion.** Have no copying.

LESSONS ON CONSTRUCTION, COLOR AND DESIGN.

Two Lessons Each Week.

CONSTRUCTION.—Aim to develop **skill** and **neatness** in the making of forms representing familiar objects.

DESIGN.—Aim to secure **regularity in spacing,** size and arrangement, in the repetition of simple units, used as decorations on constructed and other forms.

COLOR.—Aim to **develop recognition** of the **six standard** colors, as they appear apart and in the study of color in nature, design and construction.

In the following lessons the exercises are suggested by the seasons, holidays and pupils' interests. Other forms than those indicated may be substituted after consultation with the Special Teacher.

Use paper, sticks, raffia or other appropriate material.

1. Spectrum presented; lesson on choice of color.
2. Fold book, or make simple object on desk, as sled or shovel (sticks).
3. Fold sled, or make car, wagon, cabin (sticks or sticks and tablets).
4. Color families—connect with colors in fruits, vegetables, and textiles.
5. Fold window with shutters, or make simple object, as dish, stove, broom (sticks and tablets).
6. Spectrum laid by relation. Connect with colors in fruits, vegetables and textiles.
7. Fold boat or hat, or make cart, ladder or hatchet (sticks and tablets).
8. Study of standard color chosen by class.
9. Fold kite, or make railroad or trolley car (sticks and tablets).
10. Design—Lay on desk, border of circular tablets.
11. Lay on desk border of square tablets.
12. Study color nearest related to color studied 8th lesson.
13. Lay on desk original borders of tablets (any shape).
14. Practice drawing original borders: spots of different shapes.

15. Practice drawing original borders: spots or short lines.

16. Fold form, as Easter card or envelope and decorate (original borders of spots or lines).

17. Study standard color nearest related to color studied 12th lesson.

18. Fold form, as umbrella or seed box, or
Make rake, shovel, etc. (sticks and tablets).

19. Practice drawing borders of lines or spots from dictation and copy.

20. Practice drawing original borders, lines or spots.

21. Make and decorate form, as picture frame or booklet for pictures (original border, lines or spots).

22. Study standard color nearest related to color studied 17th lesson.

23. Free cutting or tearing: practice cutting or tearing straight or curved lines, or
Fold tent.

24. Free cutting or tearing: fringe for May pole or cut or tear, tree or leaf or boat, or
Fold form, as wall pocket.

25. Free cutting or tearing: leaves or vegetable form, or
Fold flower basket.

26. Make form, as chains for May pole, or
Free cutting or tearing: basket, boat, etc., or
Fold tent.

27. Study standard color nearest related to color studied 22d lesson.

28. Free cutting or tearing: leaf, bird form, etc., or
Fold boat with sail.

29. Make form to be decorated, as fan.

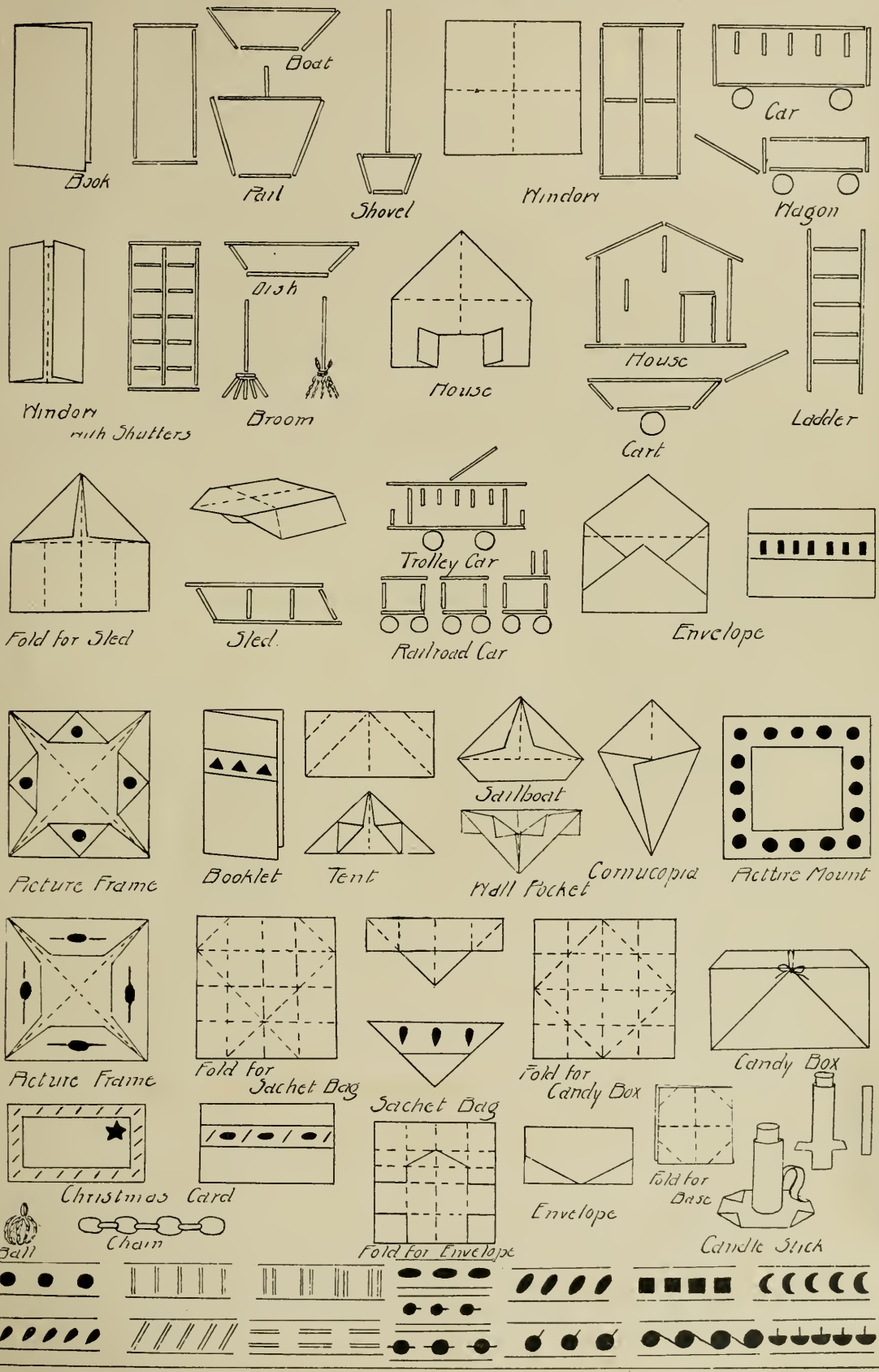
30. Practice drawing original borders, lines or spots, for decoration for form made 29th lesson.

31. Decorate form made 29th lesson: original border lines or spots.

32. Fold form as chicken coop, or make flag, or
Free cutting or tearing: pail, shovel, etc.

33. Fold form, as barn
or
Free cutting or tearing: car, wagon, etc.

34. Study standard color nearest related to color studied 27th lesson.



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Suggested Exercises in Drawing, Constructive Work and Design.

GRADE 1B.

Total time per week 180 minutes, to be divided into five periods of appropriate length, for lessons on Drills, Object Drawing, Illustrative Drawing, Color and Design and Constructive Work.

For Half Day Classes: the lessons in Object Drawing and Constructive Work are suggested.

LINE DRILLS.—A lesson on drills should be given the day before each lesson in Object Drawing. Backward pupils should practice these drills upon the blackboard.

Aim to secure in this practice, **correct pencil holding,** flexible wrist and **free arm movement.**

For the last five weeks a lesson on plant form drawing should be substituted for the drill lesson.

OBJECT DRAWING LESSONS.—One Lesson Each Week.

Aim to secure **large** drawings **centrally placed.** Emphasize proper **pencil holding** and **free arm movement.**

In plant form drawing aim at **true direction** of line and **shape** of **mass.** Use color where possible.

In Object Drawing, use crayon or pencil; in Plant Form drawing, crayon, chalk, charcoal or brush.

1. Drill on straight lines.
2. Square object, as handkerchief.
3. Oblong object, as flag with diagonals.
4. Oblong object, as envelope.

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5. Oblong object, as storm flag, with ball.

6. Triangular object, as pennant, with ball, or
Vegetable or fruit form in mass.

7. Flat object, as diamond-shaped kite, or
Vegetable or fruit form in mass.

8, 9. Circular object, as hoop, plate, fan.

10. Semi-circular object, as fan, or
Vegetable or fruit in mass.

11. Flat object, with handle, as beach or other shovel, or numeral frame.

12. Flat object, as square storm flag, with square in the center.

13. Plant form, as grasses, or vegetable in mass.

14. Plant form, as grasses, in mass, or simple leaf in outline.

15. Plant form, as grasses, in mass, or simple leaf in outline.

16, 17. Grasses, or simple flower in mass, or leaf in outline.

ILLUSTRATIVE DRAWING.—A lesson each week as appropriate opportunity offers, in connection with Language Work (Poems, Stories, etc.), Nature Study (Plants, Animals, Natural Phenomena, etc.), Individual Experiences (Occupations, Games, Holidays, etc.).

Aim to secure clear, **simple, expressive** drawings, telling the story in the child's way. **Suppress details** and develop **idea of action and proportion.** Have no copying.

LESSONS IN CONSTRUCTION, COLOR AND DESIGN.

Two Lessons Each Week.

CONSTRUCTION.—Aim to develop **skill** and **neatness** in the making of forms representing familiar objects.

DESIGN.—In the decoration of constructed and other forms aim to secure **regularity in spacing** and arrangement of simple units, showing alternation of position, form or size.

COLOR.—Aim to **develop recognition** of the **six standard** colors, as they appear apart, and in the study of color in nature, design and construction.

In the following lessons the exercises are suggested by the seasons, holidays and pupils' interests. Other forms than those indicated may be substituted after consultation with the Special Teacher.

Use paper, sticks, raffia or other appropriate material.

1. Lay on desk, dictated and original borders: two kinds of tablets.
2. Practice drawing original borders: spots of different shapes, or lines and spots.
3. Make form, as valentine, and decorate (original border spots and lines).
4. Lay spectrum (12 or 18 colors).
5. Fold window or hat, or
   Free cutting: straight and curved lines.
6. Fold picture frame, or
   Free cutting: hatchet, hat, gun, drum, etc.
7. Matching red and orange in fruits, vegetables or textiles.
8. Fold card basket, or make kite, or
   Free cutting: kite, top, etc.
9. Practice drawing original borders (lines and spots).
10. Practice drawing original borders (units showing combinations of two elements).
11. Fold and decorate form, as envelope for weather record or for pictures (original border, lines and spots).
12. Fold crown or windmill, or
    Free cutting: fruit or vegetable.

13. Review yellow and green in nature and textiles.

14. Practice drawing original single units (combinations of two elements—lines or spots) and practice borders.

15. Practice original borders (lines and spots).

16. Fold and decorate form, as Easter card, booklet, or envelope (original border).

17. Fold tent or barn, or
Free cutting: fruit or vegetable.

18. Fold square tent, or umbrella, or
Free cutting: umbrella or boot, shoe, etc.

19. Fold wall pocket No. 1 or seed box, or
Free cutting: animal form, or vegetable or fruit.

20. Review blue and violet in nature and textiles.

21. Fold wall pocket, or
Free cutting: rake, shovel, etc.

22. Make form to be decorated, as booklet for pictures.

23. Practice original borders (lines and spots) for decoration for form made 22nd lesson.

24. Decorate form made 22nd lesson (original borders, lines and spots).

25. Fold handkerchief case, or make chicken coop or make May wreaths, or
Free cutting: leaves, tree, basket, etc.

26. Fold table, chair or flower basket, or
Free cutting: tree, house, etc.

27. Matching colors in textiles or natural forms.

28. Make form as picture mount, or fan.

29. Practice original units (two elements—lines and spots).

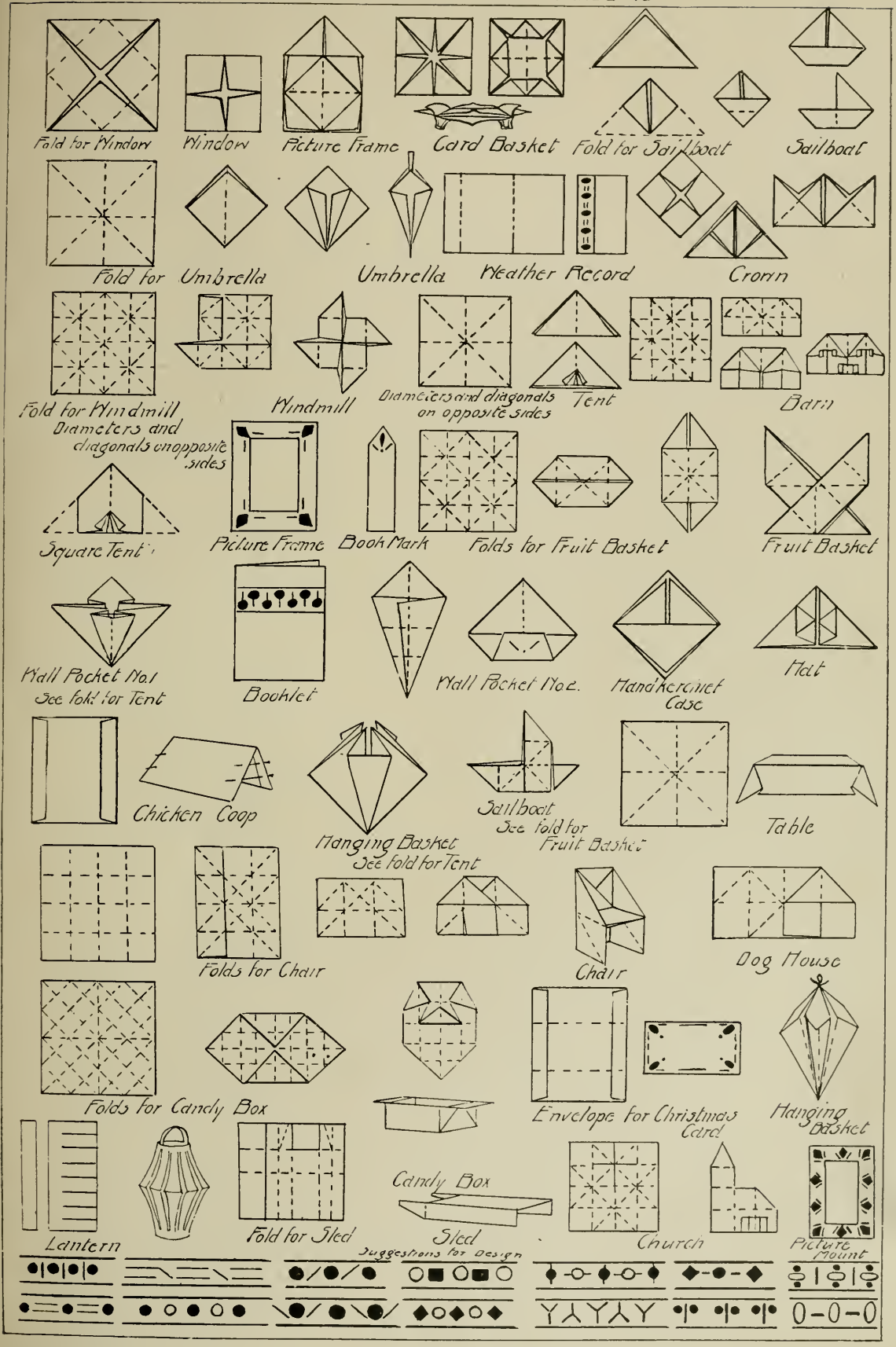
30. Practice original borders, lines and spots.

31. Decorate form made 28th lesson: original border.

32. Fold sofa or make flag, or
Free cutting: animal form, flower, leaf, etc.

33. Fold hanging basket, or
Free cutting: animal form, action figure, etc.

34. Matching colors in flowers, leaves, etc.



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Suggested Exercises in Drawing, Constructive Work and Design.

GRADE 2A.

Total time per week 180 minutes, to be divided into five periods of appropriate length for lessons on Drills, Object Drawing, Illustrative Drawing, Color and Design and Constructive Work.

For Half Day Classes: the lessons in Object Drawing and Constructive Work are suggested.

LINE DRILLS.—A lesson on drills should be given the day before each lesson in Object Drawing. Backward pupils should practice these drills upon the blackboard.

Aim to secure in this practice, **correct pencil holding,** flexible wrist and **free arm movement.**

For the last five weeks a lesson on plant form drawing should be substituted for the drill lesson.

OBJECT DRAWING LESSONS.—One Lesson Each Week.

Aim to secure **proper pencil holding, free arm movement,** and drawings of **good size, well placed** and **proportioned.** Cultivate power of making **individual judgments.**

In plant form drawing aim to **express growth.** Secure **true direction** and **shape of mass.** Use color where possible.

In Object Drawing, use crayon or pencil; in Plant Form drawing, crayon, chalk or brush.

1. Drill on vertical, horizontal and oblique lines.
2. Draw flat object, as banner.
3. Flat object, as swallow-tail pennant.
4. Flat object, as round-top kite.

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5. Vegetable or fruit form in mass.
6. Flat object, as shield.
7. Flat object, as dust pan.
8. Flat object, as chopper.
9. Vegetable or fruit form in mass.
10. Flat object, as circular fan.
11. Flat object, as semicircular fan.
12. Flat object, as whisk broom, or Vegetable or fruit form in mass.
13. Draw grasses, or vegetable or fruit form in mass.
14. Draw grasses.
15. Draw large simple leaf in outline or flower in mass.
16. Large simple leaf in outline or flower in mass.
17. Large simple leaf in outline or flower in mass.

ILLUSTRATIVE DRAWING.—A lesson each week, as appropriate opportunity offers, in connection with Language Work (Poems, Stories, etc.), Nature Study (Plants, Animals, Natural Phenomena, etc.), Individual Experiences (Occupations, Games, Holidays, etc.).

Aim to secure **clear, expressive** drawings, with the story told by each pupil in **individual manner.** Emphasize **proportion** and **action.** Develop power of expressing distance. Practice on elements may be given but **no illustration** is to be **copied.**

LESSONS IN CONSTRUCTION, COLOR AND DESIGN.

Two Lessons Each Week.

CONSTRUCTION.—In making forms rising from the child's interests in his surroundings, aim to secure **neatness** and **dexterity** in handling. Knowledge of the **reason** for each step taken should be developed so that the pupil may be prepared to use such knowledge, in the making of **original** forms.

DESIGN.—In the decoration of constructed and other forms, aim to secure **original units** showing both **simplicity** and **variety,** in repetition, alternation and radiation.

Use **few elements** and **proportion** the unit to the space it is to decorate.

COLOR.—Aim to **develop recognition** of the **six standard** colors, their **tints** and **shades,** as they appear apart and in the study of color in nature and design.

In the following lessons the exercises are suggested by the seasons, holidays and pupils' interests. Other forms than those indicated may be substituted after consultation with the Special Teacher.

Use paper, sticks, raffia or other appropriate material.

1. Lay spectrum (12 or 18 colors).
2. Practice dictated and original rosettes, showing alternation of lines and spots.
3. Practice original rosettes showing alternation.
4. Make and decorate form, as valentine (original rosette).
5. Make foundation fold for basket or sled.
6. Complete form of 5th lesson.
7. Make chair, or fold and cut wagon or cart.
8. Teach lighter and darker in standard colors. Connect with colors in nature and textiles.
9. Make couch, or complete wagon or cart.
10. Practice original rosettes, showing alternation, for decoration of form to be made 11th lesson.
11. Make form to be decorated, as match strike or book mark.
12. Decorate form made 10th lesson: original rosette.
13. Make market basket or barn, or Free cutting: vegetable or fruit form.
14. Tints of six standard colors. Connect with colors in nature and textiles.

15. Practice original balanced or corner units, for form to be decorated, as Easter card, or
Make arm chair or clock, or
Free cutting: egg, bird, etc.

16. Make form as Easter card, and decorate, or
Make sofa, or
Free cutting: bird, rabbit, basket, etc.

17. Make form as box for seeds, or
Free cutting: vegetable, fruit, animal form.

18. Make table or basket, or
Free cutting: fish or turtle, etc.

19. Shades of six standard colors.

20. Make standing picture mount, or booklet or other form to be decorated.

21. Practice design for constructed form: original rosettes, or balanced or corner units.

22. Practice design for constructed form.

23. Decorate form constructed 20th lesson (original rosette, or balanced or corner units).

24. Make form, as tent, or
Free cutting: suggested by picture, or by Spring games.

25. Make form, as sail boat, or row boat,

or

Free cutting: animal form, or action figure.

26. Lay scales of one or more standard colors, with tints and shades.

27. Make form as lunch basket, or
Free cutting: suggested by games.

28. Make form as chicken coop, or
Free cutting: suggested by picture, or by reading lesson.

(Four alternative exercises in construction are now offered. The folds and cuts may be made according to direction, or the pupils may be allowed to make original forms from original foldings.)

29. Make form to be decorated, as fan, or match box, or
Make original form.

30. Practice design for constructed form (original balanced units),

or

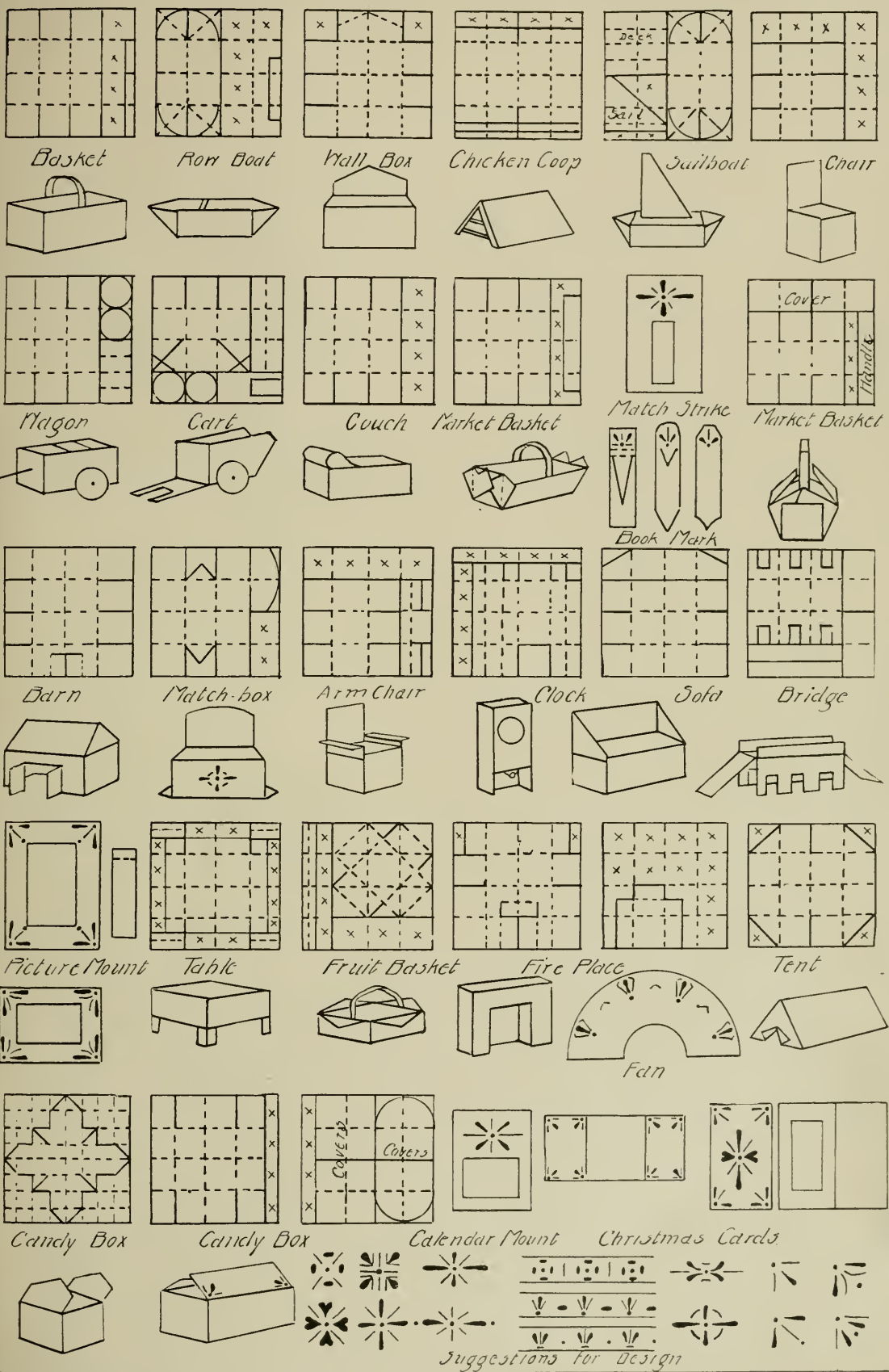
Make original form.

31. Practice design for constructed form, or
Make original form.

32. Decorate constructed form: original balanced units, or
Make original form.

33. Make form, as bridge, or
Free cutting: suggested by story or coming holiday.

34. Matching tints and shades in natural forms.



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GRADE 2B.

Total time per week 180 minutes, to be divided into four periods of appropriate length, for lessons on Object Drawing, Illustrative Drawing, Color and Design and Constructive Work.

For Half Day Classes: the lessons in Object Drawing and Constructive Work are suggested.

OBJECT DRAWING LESSONS.—Boys and Girls.—One Lesson Each Week.

Aim to secure in drawings of **good size** and **placing,** the representation of the circle, as it appears in objects seen at different levels below the eye. Study **proportions** of top and front face. Cultivate power of making **individual judgments.** Use **individual models** wherever possible.

In plant form drawing aim to secure expression of **life and growth.** Use color where possible.

A short drill on lines, for **correct pencil holding** and **free arm movement,** should precede each lesson in Object Drawing.

In Object Drawing, use pencil; in Plant Form Drawing, use crayon, chalk or brush.

1. Study top of cylinder at different levels below eye.
   Practice in sketching appearance. Disc may be used as an aid in studying appearance of top.
2. Cylinder below eye.
3. Cylindrical object, below eye, as baking powder can, water cup or tumbler.
4. Cylindrical object, below eye, as jar or cup (handle turned away), or
   Vegetable or fruit form in mass.
5. Cylindrical object, below eye, as mug (handle turned away), or bottle.
6. Cylindrical object, below eye, as flower pot, tin pail, wooden measure or bottle.

7. Vegetable or fruit form in mass.

8. Hemisphere, below eye.

9. Hemispherical object, below eye, as bowl.

10. Hemispherical object, below eye, as bowl or basin.

11. Study of top of triangular prism, facing, at different levels below eye. Disc may be used as an aid in studying appearance of top.
Practice in sketching appearance.

12. Triangular prism, facing below eye.

13. Draw grasses in mass, or simple leaves in outline, as plantain or morning glory.

14. Simple leaf, in outline, as mullein, or flower in mass.

15, 16. Lobed leaf, as sassafras or sweet gum.

17. Lobed leaf, in outline, or flower in mass.

ILLUSTRATIVE DRAWING.—Boys and Girls.—A lesson each week, as appropriate opportunity offers, in connection with Language Work (Poems, Stories, etc.), Nature Study (Plants, Animals, Natural Phenomena, etc.), Individual Experiences (Occupations, Games, Holidays, etc.).

The following lessons in water color or colored chalk, are suggested as alternatives for the illustrative work of the last five lessons: 13. Grasses, 14. Grasses or leaves, 15. Leaves or vegetables, 16. Leaves, vegetables or flowers, 17. Leaves, vegetables or flowers.

Aim to secure **clear, expressive** drawings, with the story told by each pupil in **individual manner.** Emphasize **proportion** and **action.** Develop power of expressing distance.

Practice on elements may be given, but **no illustration** is to be **copied.**

CONSTRUCTION.—In making forms rising from the child's interests in his surroundings, aim to secure **neatness** and **dexterity** in handling. Knowledge of the **reason** for each step taken should be developed, that the pupil may be prepared to use such knowledge in the making of **original** forms.

DESIGN.—In the decoration of constructed and other forms, aim to secure **original units** showing both **simplicity** and **variety** in repetition, alternation and radiation.

Use **few elements** and **proportion** the unit to the space it is to decorate.

COLOR.—Aim to **develop recognition** of the **six standard** colors, their **tints** and **shades** as they appear apart, and in the study of color in nature and design.

In the following lessons the exercises are suggested by the seasons, holidays and pupils' interests. Other forms than those indicated may be substituted, after consultation with the Special Teacher.

Use oak tag, bogus or cartridge paper, gingham, book linen or other available material.

LESSONS FOR BOYS.—Two Lessons Each Week.

1. Review standard colors, tints and shades.
2, 3. Make sled or push cart, or Make form, as valentine and decorate.
4, 5. Make form to be decorated, as match strike, portfolio for weather record, or make program cover.
6, 7. Practice design for constructed form (original balanced units, rosettes or borders).
8. Decorate form constructed 5th lesson (original balanced unit or border).
9, 10. Make trolley car, news stand or wind mill.
11. Lay color scales, five tones of standards.
12, 13. Make form to be decorated, as portfolio for pictures, or copy book cover, or Easter card.
14, 15. Practice design for constructed form: original rosettes or balanced or corner units.
16. Decorate form constructed 13th lesson (original rosette, or balanced or corner units).
17, 18. Make cupboard or light-house.
19, 20. Make form to be decorated, as booklet, or make program cover and invitation card.
21, 22. Practice design for constructed form: original rosettes, balanced units, or borders.

23. Decorate constructed form (original rosette or balanced unit or border).

24, 25. Make cradle, church or bird house.

(Four alternative exercises are now offered in construction. The folds and cuts in these four lessons may be made according to direction, or the pupils may be allowed to make original forms from original foldings.)

26, 27. Make wheelbarrow or express wagon, or
Make original form (2 pieces of paper).

28, 29. Make bootblack stand or carriage, or
Make original form (2 pieces of paper).

30. Matching colors, tints and shades, in leaves and flowers.

31, 32. Make form to be decorated, as picture mount.

33. Practice design for constructed form (original rosette or balanced or corner units).

34. Decorate form constructed 32d lesson.

LESSONS FOR GIRLS.—One Lesson Each Week.

1. Review standard colors, tints and shades.

2. Make useful form, as penwiper, blotter cover, book mark, valentine or program cover.

3, 4. Practice design for constructed form: original rosettes or balanced units.

5. Decorate constructed form.

6. Make useful form, as copy book cover, booklet, needle book or Easter card.

7, 8. Practice design for constructed form—original rosettes, balanced units, or corner units.

9. Decorate constructed form.

10. Lay color scales, five tones of standards.

11. Make pattern for work box or portfolio.

12. Practice design for constructed form: original rosettes or corner units.

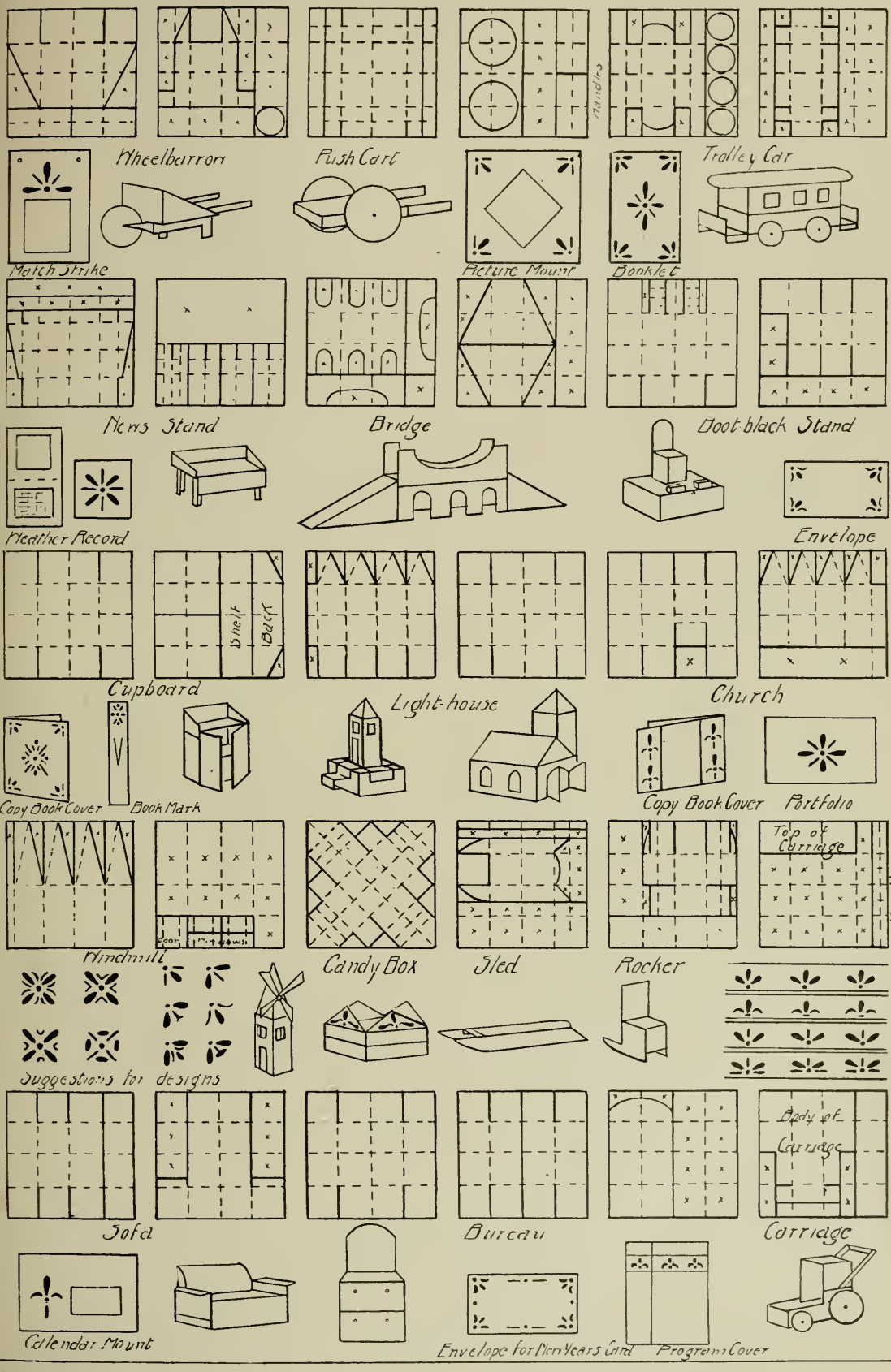
13. Decorate and complete constructed form.

14. Matching colors, tints and shades in natural objects.

15. Make useful form as picture mount.

16. Practice design for constructed form.

17. Decorate constructed form.



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GRADE 3A.

Total time per week 180 minutes, to be divided into four periods of appropriate length, for lessons on Object Drawing, Illustrative Drawing, Color and Design and Constructive Work.

OBJECT DRAWING LESSONS.—Boys and Girls.—One Lesson Each Week.

Aim to secure in drawings of **good size** and **placing** the representation of the circle triangle and square as these appear in objects seen at different levels below the eye (circle also above eye).

Study the **comparative proportions** of top and front face. **Judge apparent slant** of edges by comparing them with **pencil held horizontally.** Indicate table line. Use **individual models** wherever possible.

In plant form drawing aim to secure **expression** of **life and growth.**

A short drill on lines, for **correct pencil holding** and **free arm movement** should precede each lesson in Object Drawing.

1. Cylinder, or cylindrical object below eye, as tumbler.
2. Cylindrical object, below eye, as drum, jar or pail.
3. Hemispherical object, below eye, as bowl.
4. Study base of cylinder at different levels above eye. Practice in sketching appearance.
5. Cylindrical object, above eye, as tin pail.
6. Cylindrical object above eye.
7. Study of top of triangular prism, edge front, at different levels below eye. Practice in sketching appearance. Disc may be used as an aid in studying appearance of top of solid.
8. Triangular prism, edge front, below eye.
9. Study of top of square prism, facing, at different levels below eye. Practice in sketching appearance. Disc may be used as an aid in studying appearance of top of solid.

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10. Square prism, vertical and facing, below eye.

11. Cube, or familiar object, like cube, facing, below eye.

12. Square prism or familiar object, like square prism, horizontal and facing, below eye.

13. Grasses or large simple leaf.

14. Large simple or lobed leaf.

15. Large lobed leaf.

16. Spray, two simple leaves, or flower in mass.

17. Spray, two simple leaves, or flower in mass.

ILLUSTRATIVE DRAWING.—Boys and Girls.

Aim to secure **clear expressive** drawings with the story told by each pupil in **individual manner.** Emphasize **proportion** and **action.** Develop power of expressing distance. The emphasis should be primarily on truth and vividness of drawing rather than upon pictorial composition.

Practice on elements may be given but **no illustration** is to be **copied.**

A lesson each week, as appropriate opportunity offers, in connection with Language Work (Poems, Myths, Stories, etc.), Nature Study (Plants, Animals, Natural Phenomena, etc.), History (Indian, Pilgrim and Biographical Stories), Individual Experiences (Occupations, Games, Holidays, etc.).

The following lessons in water color or colored chalk are suggested as alternatives for the illustrative work of the last five lessons: 13. Grasses, 14. Vegetable with leaves, 15. Vegetable or spray of leaves, 16. Flower or leaves, 17. Flower or leaves.

CONSTRUCTION, COLOR AND DESIGN.

CONSTRUCTION.—In making forms rising from the child's needs and interests, aim to secure **dexterity** in handling and **accuracy** in measurement. Knowledge of the **reason** for each step taken should be developed that the child may be prepared to use such knowledge in the making of **original** forms.

DESIGN.—In the decoration of constructed and other forms aim to secure **original units** showing both **simplicity** and **variety** in repetition, alternation and radiation.

Use **few elements** and **proportion** the unit to the space it is to decorate.

COLOR.—Aim to develop the **ability** to **recognize** the **intermediates** of the **six standard** colors, and appreciation of the **harmony** shown in combinations of **tones** of the **same color,** and of **standards** or **intermediates** with a **neutral.**

In the following lessons the exercises are suggested by the holidays and pupils' interests. Other forms than those indicated may be substituted after consultation with the Special Teacher. Use oak tag, bogus or cartridge paper, gingham, straw board or other available material.

FOR BOYS' CLASSES.—Two Lessons Each Week.

1, 2. Teach use of ruler.

3. Draw and cut pattern for simple useful form, as match strike, or booklet,
or Make valentine.

4. Complete form cut 3d lesson, or
Decorate valentine.

5. Practice brush blots.

6, 7. Practice original rosettes or balanced units of lines and blots for design for constructed form.

8. Teach intermediate; mix red and orange and paint flat washes of colors made.

9. Paint design on form completed 4th lesson.

10, 11. Make useful form, as portfolio for pictures, or for weather record, or make copy book cover.

12, 13. Practice original balanced units for border or corners and practice rosettes for design for constructed form.

14. Mix orange and yellow, and yellow and green to make intermediates. Practice flat washes of colors made.

15. Paint design on form completed 11th lesson. Use any intermediate studied.

16. Draw and cut pattern for useful form, as envelope case or bill holder or box for planting seeds.

17. Practice design for form cut 16th lesson: original rosettes, or balanced units, lines, spots, brush strokes.

18. Paint design on form of 16th lesson.

19. Complete form decorated 18th lesson.

(Six alternative exercises in constructive work are now offered. These are introduced by a dictated exercise (two periods), followed by two original exercises (two periods each). The second original exercise may be the first original form repeated, or a new form. The purpose of these exercises is to induce pupils to make original forms at home. Suggestions to this effect are to be given by the teacher.)

20. Draw and cut pattern for cart or car, for table, chair or other piece of furniture, for news stand or other form suggested by the pupils' interests, or
Draw and cut pattern for form to be decorated, as match box, or pencil box or "catch all."

21. Complete cart or car, etc., or
Practice design for match box or pencil box.

22. Draw pattern for an original form showing some modification of form completed 21st lesson, or
Practice design for match box or pencil box.

23. Complete original form, or
Paint design on match box or pencil box.

24. Draw pattern for an original form (form of 23d lesson may be repeated if not successful, or a new form may be made).
or
Complete match box or pencil box.

25. Complete original form, or
Practice painting intermediates.

26. Make booklet, or program cover, and invitation card, etc.

27. Practice design for form made 26th lesson.

28. Paint design on form made 26th lesson.

29. Mix green and blue and blue and violet to make intermediates. Practice flat washes in colors made.

30. Draw pattern for form, as picture frame or portfolio.

31. Complete form drawn 30th lesson.

32, 33. Practice design for form completed 31st lesson.

34. Paint design on constructed form. Use any intermediate.

LESSONS FOR GIRLS.—One Lesson Each Week.

1, 2. Ruler practice.

3. Make useful form, as booklet bookmark or make valentine.

4, 5. Practice brush blots and original or balanced units for form made units of lines and blots (rosettes 3d lesson, or
Decorate valentine.

6. Mix red and orange to make intermediates. Practice flat washes of colors made.

7. Paint designs on constructed forms, or practice brush blots and original units of lines and blots (rosettes or balanced units).

8. Draw pattern for useful form, as portfolio or copy book cover.

9. Complete form commenced 8th lesson.

10. Practice original rosettes or balanced units for design for constructed form.

11. Mix yellow and orange or yellow and green to make intermediates. Practice flat washes of colors made.

12. Paint design on form completed 9th lesson. Use any intermediate.

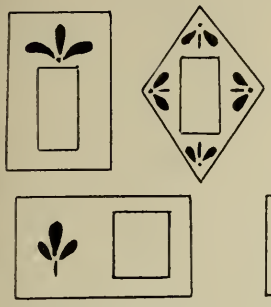
13. Draw pattern for useful form, as picture frame or work box, or
Practice design for form, as needle book or pin ball.

14. Complete picture frame, or
Practice design for work box or for needle book or pin ball (original rosettes, balanced or corner units).

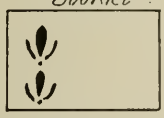
15. Practice design for picture frame (original corner units), or
Paint design on work box, pin ball or needle book.

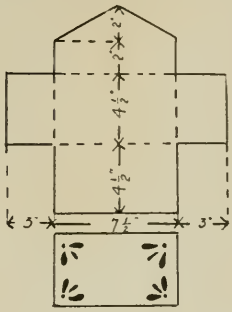
16. Mix green and blue and blue and violet to make intermediates. Practice flat washes, or
Practice units for design for program cover.

17. Paint design on picture frame, or
Complete work box, or
Paint design on program cover.

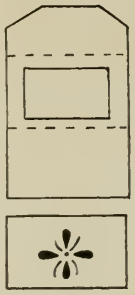

Match Strikes

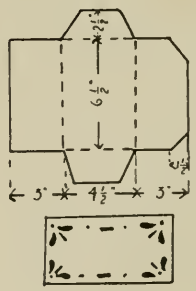
Booklet


Copy Book Cover

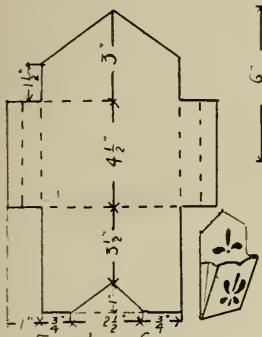


Portfolio

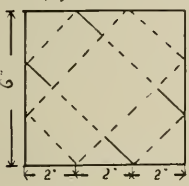

Weather Record

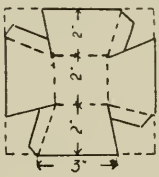


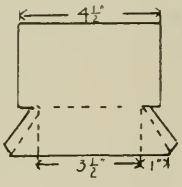
Portfolio

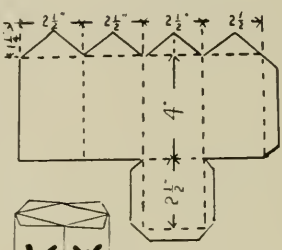


Envelope Case





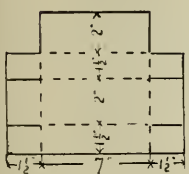


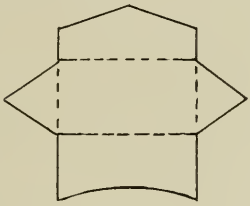


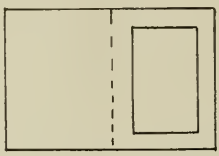
Button Boxes

Match Box

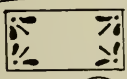
"Catch All"





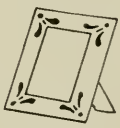

Pattern for Frame

Pencil Box

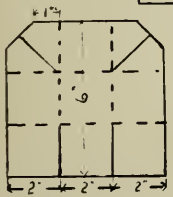


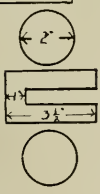
Candy Box

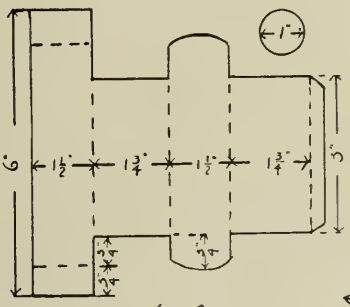
Envelope


Picture Frame

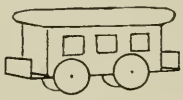
Calendar Mounts

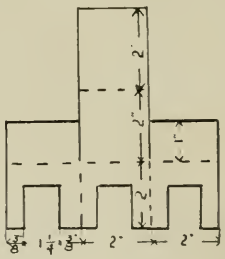




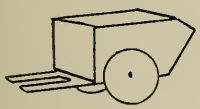


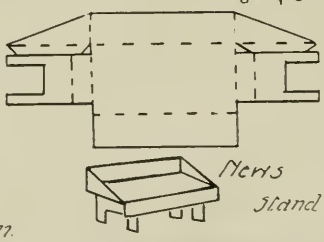
Pattern for Car

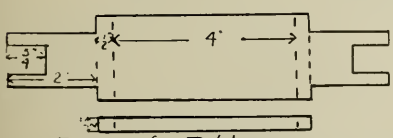

Car



Chair


Cart

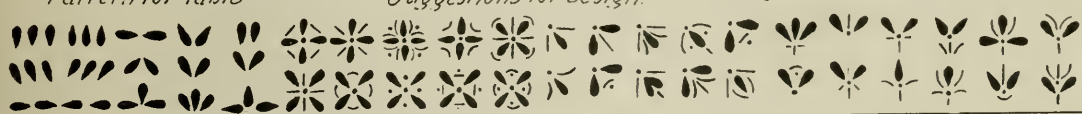

Mens Stand



Pattern for Table

Table

Suggestions for Design.



GRADE 3B.

Total time per week 180 minutes, to be divided into four periods of appropriate length, for lessons on Object Drawing, Illustrative Drawing, Color and Design and Constructive Work.

OBJECT DRAWING LESSONS.—Boys and Girls.—One Lesson Each Week.

Aim to secure in drawings of **good size** and **placing,** the representation of the circle, triangle and square, in objects seen at different levels below the eye (circle also above eye).

Careful study of proportions of each solid, especially the **comparative proportions** of top and front face. **Judge apparent slant** of **edges** by comparing them with **pencil held horizontally.** Indicate table line. Use **individual models** wherever possible.

In plant form drawings aim to secure expression of **life** and **growth.**

A short drill on lines, for **correct pencil holding** and **free arm movement,** should precede each lesson on Object Drawing.

1. Cylinder below eye.
2. Cylindrical object, below eye, as can, jar, tumbler.
3. Cylindrical object, below eye, as flower pot, or bottle.
4. Hemisphere, or hemispherical object, below eye, as bowl or basin.
5. Cylindrical object, above eye, as tin pail.
6. Cylindrical object above eye, or vegetable.
7. Study top of square prism, horizontal and facing, at different levels below eye. Practice in sketching appearance. Disc may be used as an aid in studying appearance of top of solid.
8. Square prism, or pencil box, horizontal and facing, below eye.
9. Triangular prism, edge front, below eye.
10. Study of top of square prism, edge front, at different levels below eye. Practice in sketching appearance. Disc may be used as an aid in studying appearance of top of solid.

11. Square prism, or familiar object like square prism, vertical, edge front, below eye.

12. Cube or familiar cubical object, edge front, below eye.

13. Grasses or large simple leaf.

14. Large simple or lobed leaf.

15. Large lobed leaf.

16. Spray of two simple leaves, or flower in mass.

17. Spray of two simple leaves, or flower in mass.

ILLUSTRATIVE DRAWING.—Boys and Girls.

Aim to secure **clear expressive** drawings with the story told by each pupil in **individual** manner. Develop power of expressing distance. The **emphasis** should be primarily on **truth** and **vividness** of drawing, rather than upon pictorial composition.

Practice on elements may be given, but **no illustration** is to be **copied.**

A lesson each week, as appropriate opportunity offers, in connection with Language Work (Poems, Myths, Stories, etc.), Nature Study (Plants, Animals, Natural Phenomena, etc.), History (Indian, Pilgrim, Biographical Stories), Individual Experiences (Occupations, Games, Holidays, etc.).

The following lessons in water color or colored chalk are suggested as alternatives for the illustrative work of the last five lessons. 13. Grasses. 14. Vegetable with leaves. 15. Vegetable or spray of leaves. 16. Flower or spray of leaves. 17. Flower or spray of leaves.

CONSTRUCTION, COLOR AND DESIGN.

CONSTRUCTION.—In making forms rising from the child's needs and interests aim to secure **dexterity** in handling and **accuracy** in measurement. Knowledge of the **reasons** for each step taken should be developed, that the pupil may be prepared to use such knowledge in the making of **original** forms.

DESIGN.—In the decoration of constructed and other forms aim to secure **original units** showing both **simplicity** and **variety** in repetition, alternation and radiation.

Use **few elements** and **proportion** the unit to the space it is to decorate.

COLOR.—Aim to develop the **ability** to **recognize** the **intermediates** of the **six standard** colors and appreciation of the **harmony** shown in combinations of **tones** of the **same color,** and of **standards** or **intermediates** with a **neutral.**

In the following lessons the exercises are suggested by the holidays and pupils' interests. Other forms than those indicated may be substituted after consultation with the Special Teacher. Use oak tag, bogus or cartridge paper, gingham, straw board or other available material.

FOR BOYS' CLASSES.—Two Lessons Each Week.

1, 2. Make simple, useful form, as match box or tooth pick holder.

3, 4. Make form to be decorated, as portfolio for report card or for pictures or make copy book or program cover.

5, 6. Practice original balanced units or rosettes of lines, and brush blots for design for form completed 4th lesson.

7. Paint design on form made 4th lesson.

8. Make intermediates with brush, and practice flat washes of colors made.

9. Draw and cut pattern for useful form, as clothes-brush, box or button box.

10. Practice design for form drawn and cut 9th lesson: rosettes or balanced units of lines and brush blots.

11. Paint design on form drawn and cut 9th lesson.

12. Complete form decorated 11th lesson.

13. Draw and cut pattern for useful form, as postal card holder.

14. Practice design for form drawn and cut 13th lesson, rosettes or balanced units.

15. Paint design on form drawn and cut 13th lesson.

16. Complete form decorated 15th lesson.

(Six alternative exercises in constructive work are now offered. These are introduced by a dictated exercise (two periods), followed by two original exercises (two periods each). The second original exercise may be the first original form repeated or a new form. The purpose of these exercises is to induce pupils to make original forms at home. Suggestions to this effect are to be given by the teacher.

17. Draw and cut pattern for wagon, lighthouse, bridge or other form suggested by pupils' interests, or
Draw and cut pattern for form to be decorated, as portfolio for weather record or booklet for pictures.

18. Complete wagon, lighthouse, bridge, etc., or
Complete form to be decorated.

19. Draw and cut pattern for original form, showing some modification of form completed 18th lesson, or
Practice design for portfolio or booklet: original corner units or rosettes.

20. Complete original form, or
Practice design for portfolio or booklet.

21. Draw pattern for original form (form of 20th lesson may be repeated if not successful), or a

new form may be made, or
Paint design on portfolio or booklet.

22. Complete original form, or
Match tints of natural objects with brush. Practice flat washes of colors made.

23, 24. Make useful form, as picture frame.

25, 26. Practice design for constructed form: rosettes, balanced units or borders.

27. Make intermediates with brush. Practice flat washes of color.

28. Paint design on constructed form. Use any intermediate.

29, 30. Draw pattern and cut useful form, as pencil box or desk waste basket.

31, 32. Practice design for form drawn and cut.

33. Paint design on form cut 30th lesson.

34. Complete form of 30th lesson.

FOR GIRLS' CLASSES.—One Lesson Each Week.

1. Draw pattern for useful form, as copy book cover or portfolio for weather record or for pictures.

2. Complete form drawn and cut 1st lesson.

3. Practice brush blots and original units of lines and blots.

4. Practice original rosettes for center of form, made 2d lesson.

5. Practice original corner units for decoration of form completed 2d lesson.

6. Make intermediates with brush. Practice flat washes of colors made.

7. Paint design on constructed form: central rosette and corner units. Use any intermediate.

8. Draw pattern for useful form, as envelope holder, picture frame, Easter card, etc.

9. Complete form drawn and cut 8th lesson.

10. Practice original balanced units or rosettes, for design for form completed 9th lesson.

11. Matching tints of standards with brush. Practice flat washes of colors made.

12. Paint design on constructed form. Dominant harmony.

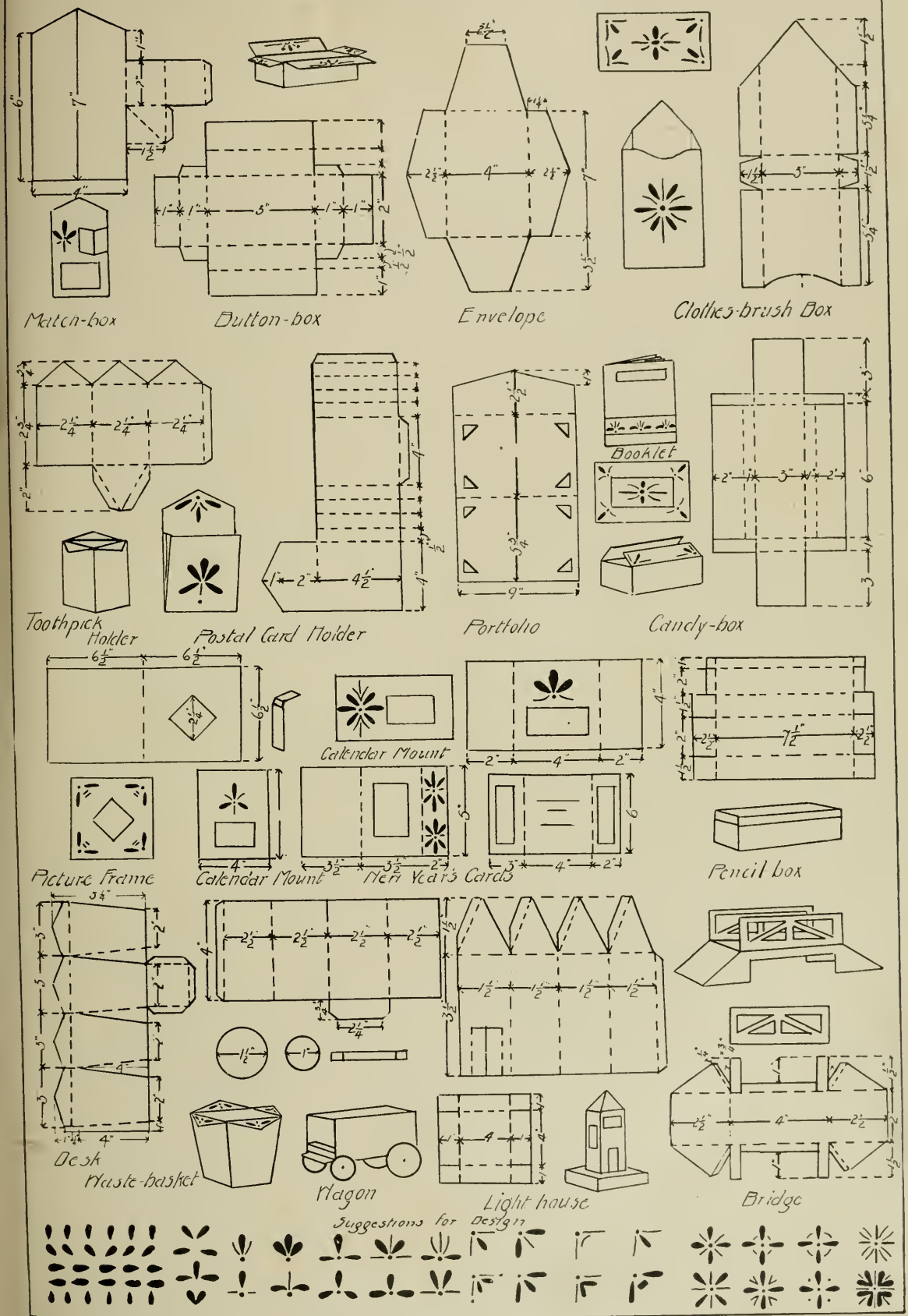
13. Draw pattern for useful form, as workbox, or
Practice design for needle book or pin ball: original rosettes or balanced units.

14. Complete pattern for workbox, or
Continue with practice for design for pin ball or needle book.

15. Practice design for workbox: original rosettes or balanced units, or
Paint design on pin ball, or needle book.

16. Paint design on workbox, or
Practice design for program cover: original rosettes or balanced or corner units.

17. Complete workbox, or
Paint design on program cover.



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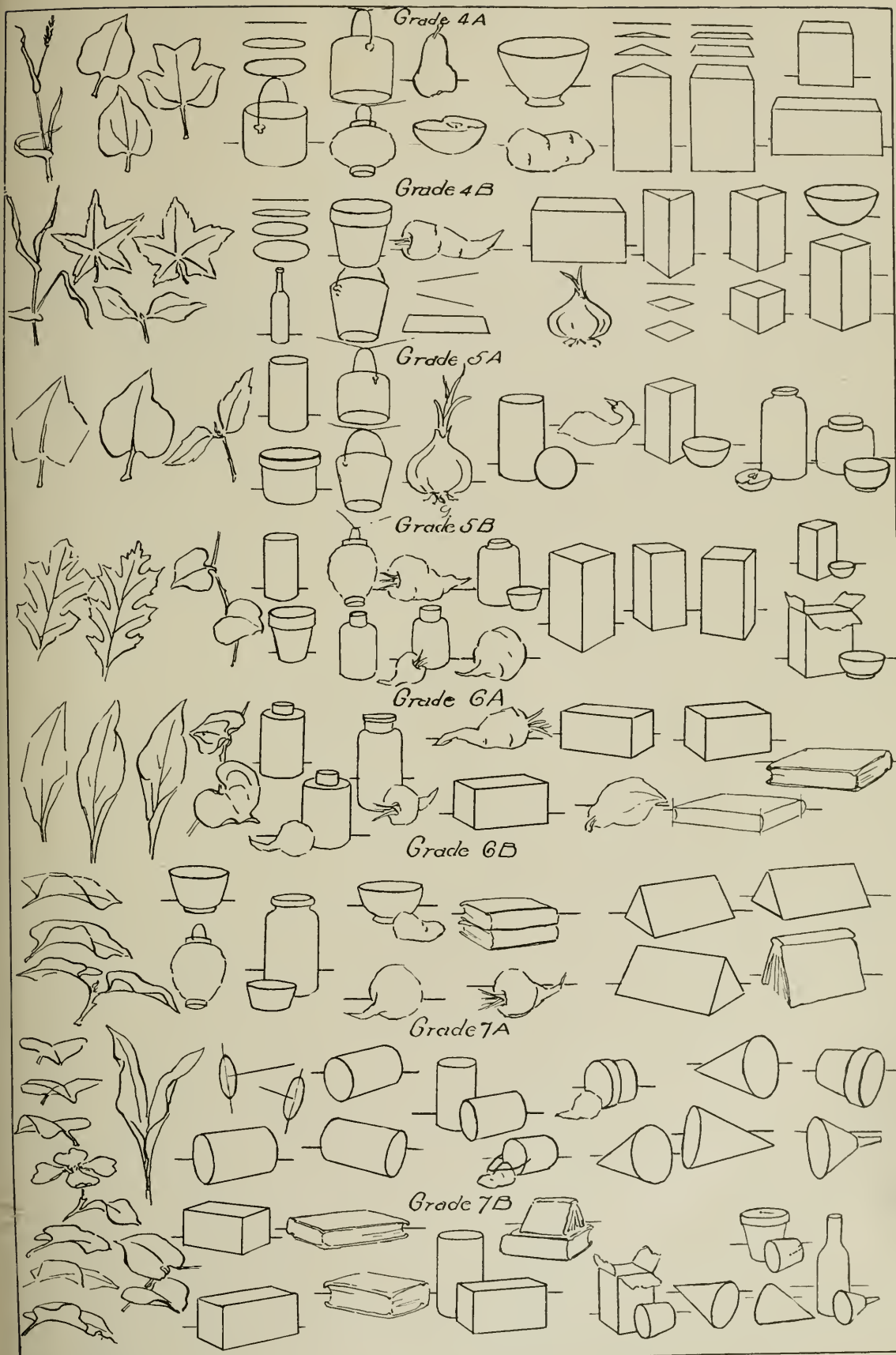

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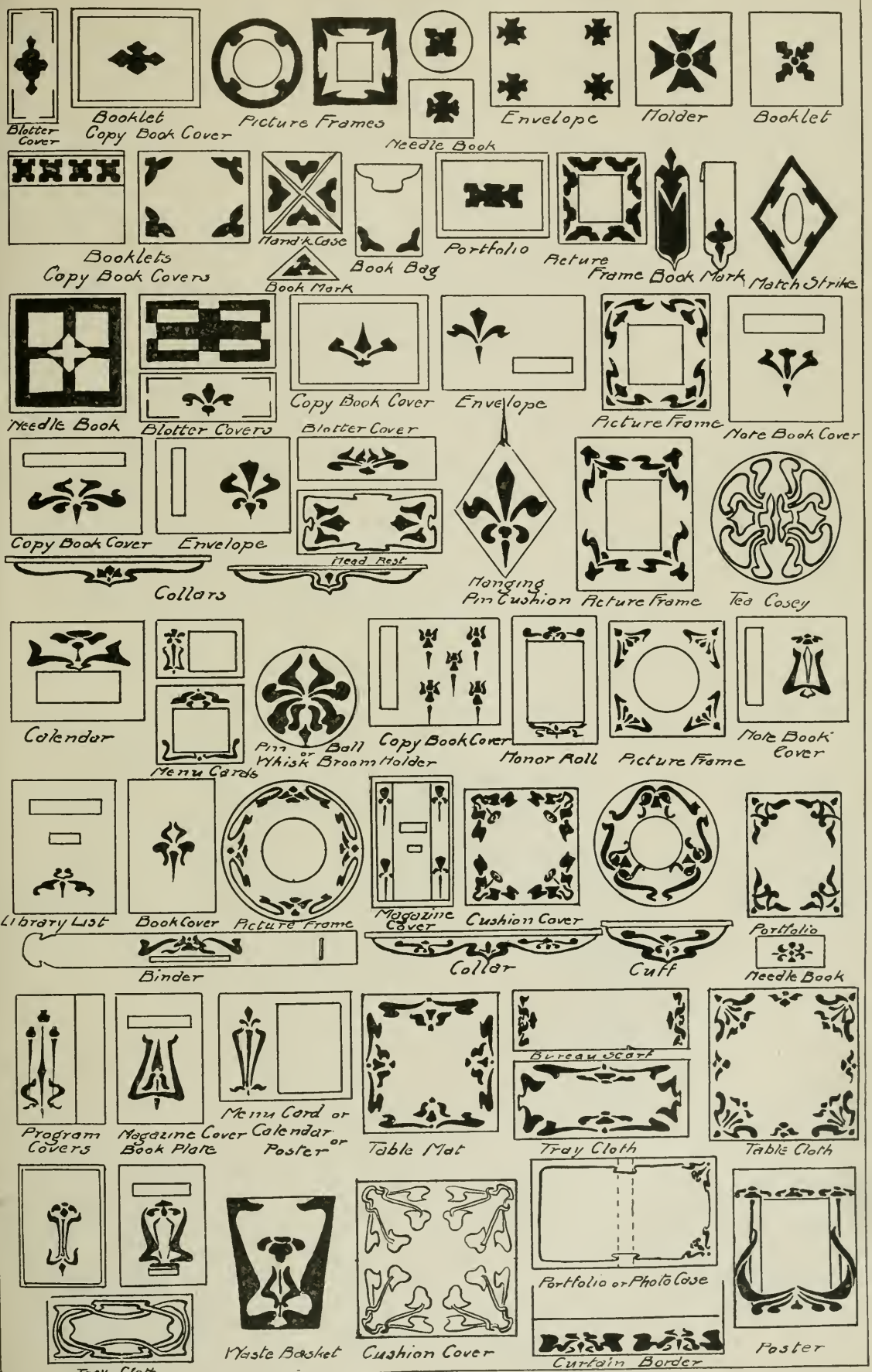

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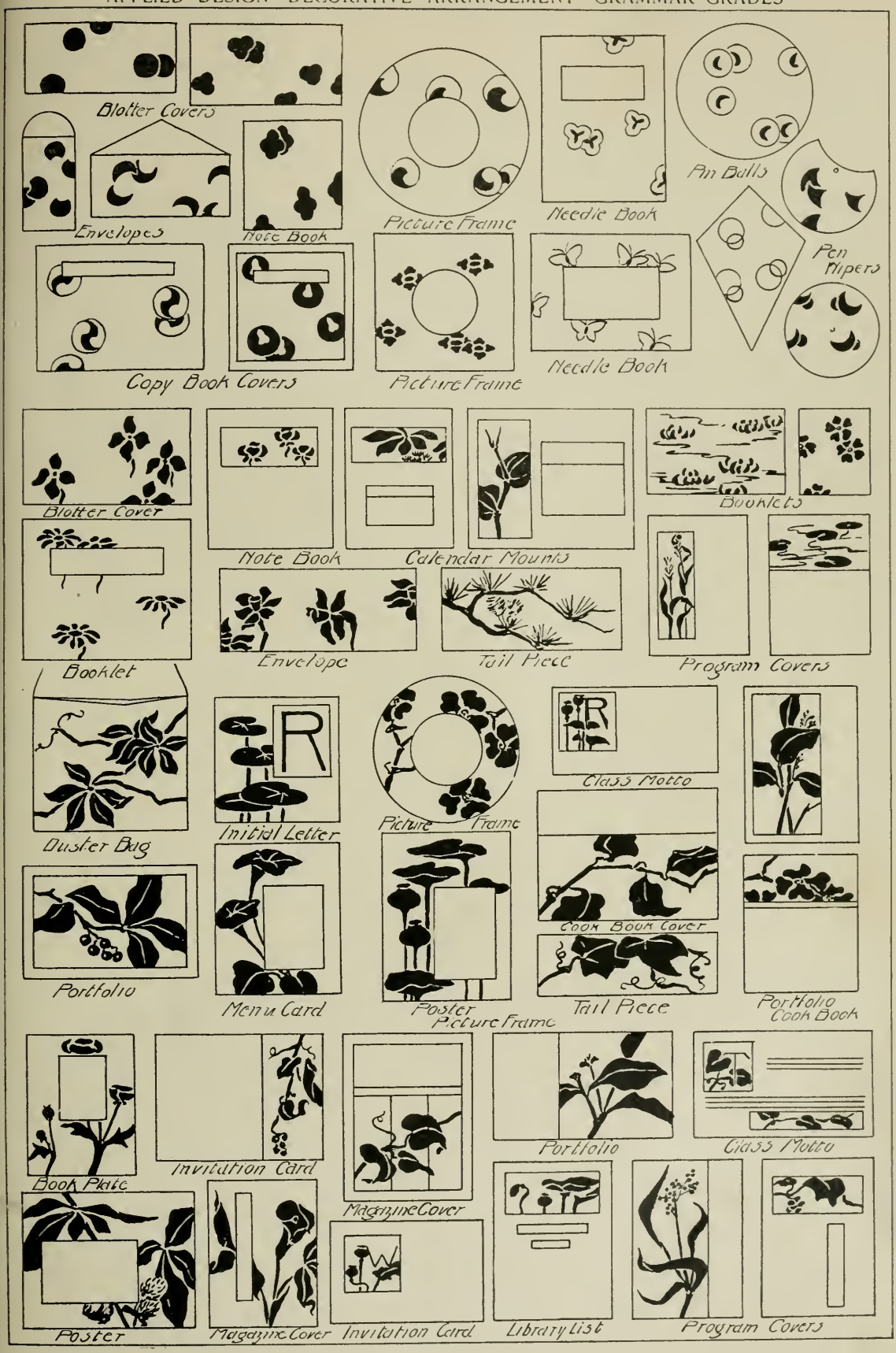


Issued Oct., 1902.

A SYSTEM OF LETTERING

PREPARED FOR USE IN CONNECTION WITH SCHOOL WORK IN DESIGN.

ALL LETTERS WITH EXCEPTION OF I ARE FORMED WITHIN EQUAL PARALLELOGRAMS. FOR I ALLOW A HALF SPACE ONLY. HORIZONTAL DIVISONS ARE IN THIRDS. THE CROSS LINES OF B, E, F, R, S ARE ONE-THIRD FROM TOP, OF A, ONE-THIRD FROM BOTTOM. NOTE PARTICULARLY THE SHAPE OF K, M, N, W AND Y. C, G AND Q ARE FORMED ON O. ALL LINES FORMING LETTERS ARE TO BE KEPT OF EQUAL WIDTH, NO SHADING BEING INTRODUCED.

ABCDEFGHIJKLMNOPQ
RSTUVWXYZ

The above gives letters of moderate width. The letters may be extended or contracted horizontally by changing the width of the parallelogram.

ABCDEFGHIJK ABCDE

The height of the parallelograms may be changed as well as the width. A group of letters may thus be made to fill any given space.

ABCDEF GHIJKLM NOPQRSTU

Titles in school work should be lettered in capitals. The small letters are not necessary.

To letter any word as "Composition" the following steps should be taken :—

1. Decide width and height of title and draw this oblong very lightly in pencil in place where title is to appear. The margin on right side should be about ⅛ in. (one-quarter the width of a letter space) less than on left. This difference is later adjusted in the spacing.

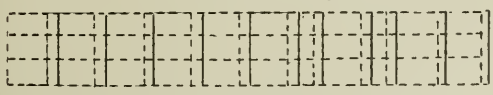
2. Divide the space for title into three equal oblongs by two horizontal lines.

3. Divide the space for title into parallelograms by vertical lines, making as many spaces as there are letters in the word and all of equal width save that intended for letter I, which should be but half as wide as the others.

4. Space title by subdiving each vertical space for a letter by a light line on the right hand side of space, cutting off one-fourth of width of space. The narrow spaces thus formed will fall between the letters. The one at the right hand end of title will not be used.

5. Sketch in letters with pencil, then line in with ink.

NOTE.—The first three steps are shown in A. The 4th and 5th in B.

A 

B COMPOSITION

The same process should be observed in lettering a title of several words, except that a space equal to a letter should be left between words. For Public School allow twelve full spaces and one half space for I. To give variety the initial letters of important words may be made larger.

PUBLIC SCHOOL

In a title of several lines the heights and widths of the letters in the different lines may be varied as well as the thickness of the stroke used in making the letters.

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CLASS 7A

1902

Issued May, 1902.

Dept. Educ. New York.

Suggested Exercises in Drawing, Constructive Work and Design.

GRADE 4A.

BOYS.

Total time per week 180 minutes, to be divided into three periods, one for Object Drawing and two for Construction and Design.

OBJECT DRAWING.—One Lesson Each Week.

Aim to secure in drawings of **good size** and **placing** the representation of the foreshortened circle, triangle and square, as these appear in objects seen at different levels below the eye (circle also above the eye).

Require careful study of proportions of each solid, especially **comparative proportions** of top and front face. **Direction** of lines should be **tested** by **pencil holding.** Use **individual** models wherever possible.

In plant form and other object drawing seek **quality** of **line** to express **texture.** Use of **accented** line should be taught.

1. Draw appearance of top of cylinder, at different levels, below eye, or Picture Study: "Horse Fair"—Rosa Bonheur.
2. Cylinder, or cylindrical object below eye.
3. Cylindrical object, above eye, as tin pail.
4. Cylindrical object, above eye, as Japanese lantern.
5. Draw vegetable form, or Picture Study: "Unexpected Meeting"—Peel.
6. Hemisphere, or hemispherical object, as half apple, below eye.
7. Hemispherical object, as bowl, below eye.
8. Draw appearance of top of triangular prism, facing, at different levels below eye, then draw triangular prism, same position.
9. Draw vegetable form, or Picture Study: "Miss Harris"—Reynolds.
10. Draw appearance of top of square prism, facing, at different levels below eye.
11. Draw square prism, vertical and facing, below eye.
12. Draw cube, facing, below eye.
13. Square prism, horizontal and facing, below eye, or Picture Study: "Cats"—Lambert.
14. Draw grasses, show growth, or Paint vegetable with leaves, in water color.
15. Draw large leaf, accent, or Paint vegetable in water color.
16. Draw large leaf, or Paint spray or flower in water color.
17. Draw large leaf or simple spray, or Paint spray or flower in water color, or Picture Study: "Feeding the Nestlings"—Millet.

CONSTRUCTION AND APPLIED DESIGN.—Two Lessons Each Week.

CONSTRUCTION.—In making forms rising from the child's needs and interests, aim to secure **dexterity** in handling and **accuracy** in measurement. Knowledge of the **reasons** for the operations taught should be developed, that the child may be prepared to make use of his acquired skill in the construction of **original** forms.

It is recommended that the pupils be encouraged to make at **home, original forms,** showing modifications of the forms made in the class room, or new models suggested by other lessons or by home interests.

For the constructive work use oak tag, bogus or cartridge paper, gingham, straw board, book linen or other available material.

DESIGN.—Aim to develop **appreciation of beauty** in **form** and **line, in the original** modification of geometric units, designed as decorations for constructed and other forms. Emphasize **simplicity.**

COLOR.—Aim to secure **harmonious** combinations of tones of the same color, or of standard or intermediate colors with a neutral. **Avoid** combinations of **brilliant** colors.

1, 2. Ruler and compass practice.

3. Make useful form, as booklet or copy book cover.

4. Draw and cut units for free spotting.

5. Make decorative arrangement: free spotting, for designs for constructed form.

6. Trace decorative arrangement on constructed form.

7. Practice painting flat washes of grayed colors, as illustrated on color chart, and also practice painting units for design.

8. Paint design on constructed form.

9, 10. Class Model.—Match strike or envelope.

11, 12, 13. Original form for match strike or envelope.

14, 15. Original modifications of geometric unit for design for original constructed form.

16. Trace design on original constructed form.

17. Paint design.—Dominant harmony (grayed colors as illustrated on color chart).

18, 19. Class Model.—Picture frame or work box.

20, 21. Draw pattern for original design for picture frame or work box.

22. Complete picture frame, or
Make original modifications of geometric unit for design for work box.

23. Make original modifications of geometric unit for design for picture frame, or
Complete unit for work box and trace design.

24. Complete unit for picture frame and trace design, or
Paint design on work box. Dominant or contrasted harmony (grayed colors as illustrated on color chart).

25. Paint design on picture frame. Dominant or contrasted harmony, or
Complete work box.

26, 27. Class Model.—Portfolio.

28, 29, 30. Original form for portfolio.

31. Original modifications of geometric unit for design for original portfolio.

32. Complete unit and trace design on original portfolio.

33. Practice painting flat washes of grayed colors. Practice also painting units for design.

34. Paint design. Dominant or contrasted harmony (grayed colors, as illustrated on color chart).

GIRLS.

Time per week 120 minutes, to be divided into two periods, for lessons in Object Drawing and Applied Design. For constructed forms use oak tag, bogus or cartridge paper, gingham, denim or other available material.

OBJECT DRAWING.—Aim to secure in drawings of **good size** and **placing,** the representation of the foreshortened circle, triangle and square, as these appear in objects seen at different levels below eye (circle also above eye).

Require careful **study** of proportions of each solid, especially the **comparative proportions** of top and front face. **Direction** of **lines** should be **tested** by **pencil holding.**

In plant form and other object drawing seek **quality** of line **expressive** of **texture.** Use of **accented** line should be taught.

DESIGN.—Aim to develop **appreciation** of **beauty** in **form** and **line,** in the **original** modification of geometric units, designed as decorations for constructed and other forms. Emphasize **simplicity.**

COLOR.—Aim to secure **harmonious** combinations of tones of the same color, or of standard or intermediate colors with a neutral. **Avoid** combinations of **brilliant** colors.

1. Draw appearance of top of cylinder, at different levels below eye, or
Picture Study: "Horse Fair"—Rosa Bonheur.

2. Ruler practice.

3. Draw cylinder or cylindrical object, below eye.

4. Draw pattern for useful form, as copy book cover, booklet, etc.

5. Draw cylindrical object, as tin pail, above eye.

6. Complete from commenced 4th lesson.

7. Draw and cut units for free spotting.

8. Draw cylindrical object, above eye, as Japanese lantern.

9. Decorative arrangement: free spotting for design for constructed form.

10. Draw vegetable form, or
Picture Study: "Unexpected Meeting"—Peel.

11. Trace decorative arrangement.

12. Hemisphere or hemispherical object, as half apple, below eye.

13. Practice painting flat washes of grayed colors illustrated on color chart. Practice also painting units for design.

14. Paint design on constructed form. Dominant or contrasted harmony.

15. Draw hemispherical object, below eye, as bowl.

16. Modify geometric unit for design for book bag, holder or doily,
or
Draw and cut pattern for portfolio.

17. Draw appearance of top of triangular prism, facing, at different levels below eye; then draw triangular prism, same position.

18. Complete unit for design for book bag, holder or doily, or
Complete portfolio.

19. Draw vegetable, or
Picture Study: "Miss Harris"—Reynolds.

20. Trace design on book bag, holder or doily, or
Modify geometric unit for design for portfolio.

21. Draw appearance of top of square prism, facing, at different levels, below eye.

22. Practice painting flat washes of grayed colors illustrated on color chart. Practice painting units for design.

23. Paint design on book bag, holder or doily. Dominant or contrasted harmony, or
Complete unit for portfolio.

24. Draw square prism, vertical and facing, below eye.

25. Draw and cut pattern for work box or picture frame, or
Trace design on portfolio.

26. Draw cube or square prism, vertical and facing, below eye, or
Picture Study: "Cats"—Lambert.

27. Complete picture frame, or
Modify geometric unit for design for work box, or
Paint design on portfolio.

28. Draw grasses, show growth, or
Paint vegetable with leaves, in water color.

29. Modify geometric unit for design for picture frame, or
Complete unit for work box and trace design, or
Modify geometric unit for design for pin ball or needle book.

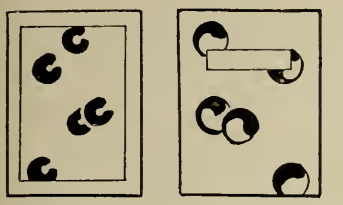
30. Draw large leaf, accent, or
Paint vegetable in water-color.

31. Trace design on picture frame, or
Paint design on work box, or
Trace design on pin ball or needle book.

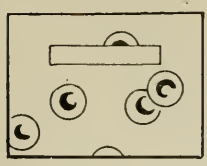
32. Draw large leaf, or
Paint spray or flower in water color.

33. Paint design on picture frame, or
Complete work box, or
Paint design on pin ball or needle book.

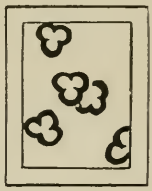
34. Draw large leaf or simple spray, or
Paint spray or flower in water color, or
Picture Study: "Feeding the Nestlings"—Millet.

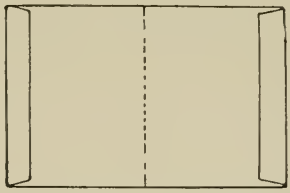


Booklet Covers

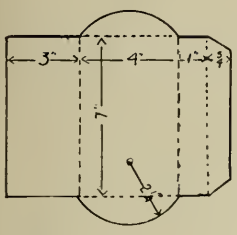


Copy Book Covers

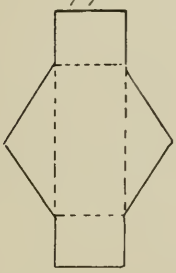


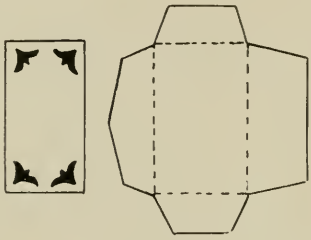


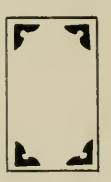
Pattern for Copy Book Cover



Pattern for Envelope



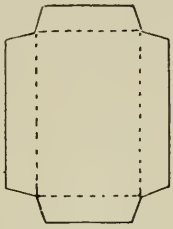




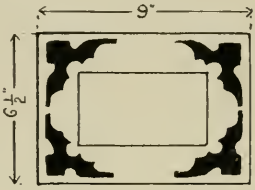
Suggestions for original Envelopes

Match Strike (covered)

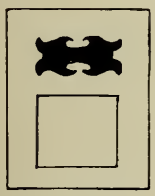
Suggestions for original Match Strike



Pattern for Match Strike (covered)

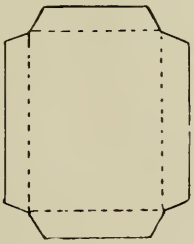


Picture Mount (covered)

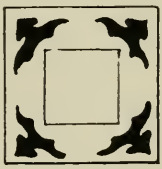


Suggestion for original Picture Mount

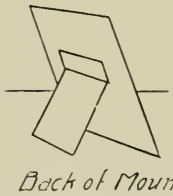
Back of Mount



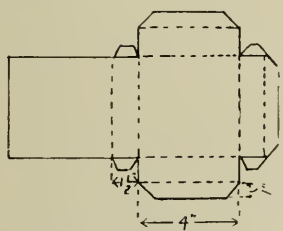
Pattern for Mount



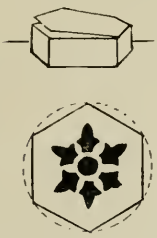
Suggestion for original Picture Mount

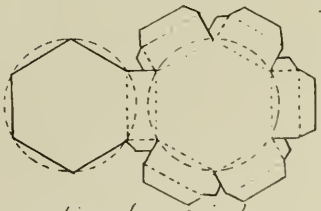


Back of Mount

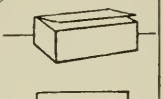


Pattern for Bonbon Box

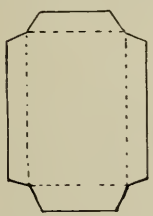




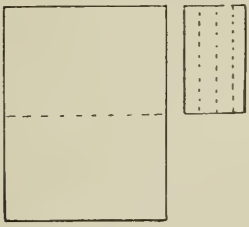
Suggestions for original Bonbon Box



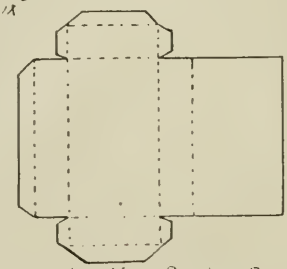
Portfolio



Pattern for one side of Portfolio



Suggestion for original Portfolio



Pattern for oblong Bonbon Box

Suggested Exercises in Drawing, Constructive Work and Design.

GRADE 4B.

BOYS.

Total time per week 180 minutes, to be divided into three periods, one for Object Drawing and two for Construction and Design.

OBJECT DRAWING.—One Lesson Each Week.

Aim to secure in drawings of **good size** and **placing** the representation of the foreshortened circle, triangle and square, as these appear in objects seen at different levels below the eye (circle also above eye).

Require **careful study** of proportions of each solid, especially the **comparative proportions** of top and front face. **Direction** of **lines** should be **tested** by **pencil holding.** Use **individual models** wherever possible.

In plant form and other object drawing seek **quality** of line **expressive** of **texture.** Use **of accented** line should be taught.

1. Draw appearance of top of cylinder, at different levels, below eye, or
   Picture Study: "Arabs"—Schreyer.
2. Cylinder or cylindrical object, below eye.
3. Cylindrical object, as flower pot, or wooden measure, below eye.
4. Cylindrical object, as pail or lantern, above eye.
5. Review pail or lantern, or
   Draw vegetable form, or
   Picture Study: "James, Duke of Richmond"—Van Dyke.
6. Draw appearance of top of cube or square prism, horizontal and facing, at different levels, below eye.
7. Cube, or square prism, horizontal and facing, below eye.
8. Draw vegetable form, or
   Picture Study: "At the Watering Trough"—Bouveret.
9. Triangular prism, edge front, below eye.
10. Draw appearance of top of square prism, edge front, at different levels, below eye.
11. Square prism, edge front, below eye.
12. Cube, edge front, below eye.
13. Cube, or square prism, edge front, below eye, or
    Picture Study: "The Young Handel"—Dicksie.
14. Draw grasses, show growth, or
    Paint vegetable with leaves, in water color.
15. Draw large leaf, or
    Paint simple spray in water color.
16. Draw large leaf, or
    Paint spray or flower in water color.
17. Draw large leaf or simple spray, or
    Paint spray or flower in water color, or
    Picture Study: "Madame Le Brun and Daughter"—Le Brun.

Issued Feb. 1903.

Dept. of Education, N. Y. C.

CONSTRUCTION AND APPLIED DESIGN.—Two Lessons Each Week.

CONSTRUCTION.—In making forms rising from the child's needs and interests, aim to secure **dexterity** in handling and **accuracy** in measurement. Knowledge of the **reasons** for the operations taught should be developed, that the child may be prepared to make use of his acquired skill in the construction of **original** forms.

It is recommended that the pupils be encouraged to make at **home original forms,** showing modifications of the forms made in the class room, or new models, suggested by other lessons or by home interests.

For constructive work, use oak tag, bogus or cartridge paper, gingham, book linen, strawboard, or other available material.

DESIGN.—Aim to develop **appreciation of beauty** in **form** and **line,** in the **original** modification of geometric units, designed as decorations for constructed and other forms. Emphasize **simplicity.**

COLOR.—Aim to secure **harmonious** combinations of tones of the same color, or of standard or intermediate colors, with a neutral. **Avoid** combinations of **brilliant** colors.

1. Draw and cut pattern for letter holder, note book cover or copy book cover.
2. Complete form.
3. Draw and cut units for free spotting.
4. Free spotting: make decorative arrangement for constructed form.
5. Trace decorative arrangement.
6. Practice painting flat washes of grayed colors, illustrated on color chart. Practice also painting units.
7. Paint design. Dominant or contrasted harmony.
8, 9. Class Model.—Card case or bill book.
10, 11, 12. Original form for card case, bill book, plaster case.
13, 14. Original modification of geometric unit, for design for constructed form.
15. Trace design on constructed forms.
16. Paint design. Dominant harmony.
17, 18. Class Model.—Picture frame or portfolio.
19, 20, 21. Original form for picture frame, or portfolio.
22. Original modifications of geometric unit for design for form made 21st lesson.
23. Trace design on constructed form.
24. Practice painting flat washes of grayed colors illustrated on color chart. Practice also painting units for design.
25. Paint design. Dominant or contrasted harmony.
26, 27. Class Model.—Letter file, or pocketbook.
28, 29, 30. Original form for letter file or pocketbook.

31. Original modifications of geometric unit or
Draw and cut units for free spotting for design for original constructed form.

32. Trace design of geometric units, or
Make decorative arrangement, free spotting, and trace.

33. Practice painting flat washes of grayed colors. Practice also painting units for design.

34. Paint design. Dominant or contrasted harmony.

GIRLS.

Total time per week 120 minutes, to be divided into two periods, for lessons on Object Drawing and Applied Design. For constructed forms use oak tag, bogus or cartridge paper, gingham, denim, book linen or other available material.

OBJECT DRAWING.—Aim to secure in drawings of **good size** and **placing,** the representation of the foreshortened circle, triangle and square, as these appear in objects seen at different levels below the eye (circle also above eye).

Require careful **study** of proportions of each solid, especially the **comparative proportions** of top and front face. **Direction** of lines should be **tested** by **pencil holding.** Use **individual models** wherever possible.

In plant form and other object drawing, seek **quality** of line to **express texture.** Use of **accented** line should be taught.

DESIGN.—Aim to develop **appreciation of beauty** in **form** and **line** in the **original** modification of geometric units designed as decorations for constructed and other forms. Emphasize **simplicity.**

COLOR.—Aim to secure **harmonious** combinations of tones of the same color, or of standard or intermediate colors with a neutral. **Avoid** combinations of **brilliant** colors.

1. Draw appearance of top of cylinder, at different levels, below eye, or
Picture Study: "Arabs" — Schreyer.

2. Ruler and compass practice.

3. Draw cylinder or cylindrical object, below eye.

4. Make useful form, as copy book cover, note book cover, envelope or booklet.

5. Draw cylindrical object, as flower pot or wooden measure, below eye.

6. Draw and cut units for free spotting.

7. Draw cylindrical object, as pail or lantern, above eye.

8. Decorative arrangement: free spotting for design for constructed form.

9. Draw vegetable form, or
Review pail or lantern, above eye, or
Picture Study: "James, Duke of Richmond"—Van Dyke.

10. Trace decorative arrangement on constructed form.

11. Draw appearance of top of cube or square prism, horizontal and facing, at different levels below eye.

12. Practice painting flat washes of grayed colors illustrated on color chart. Practice also painting units for design.

13. Paint decorative arrangement. Dominant or contrasted harmony.

14. Cube or square prism, horizontal and facing, below eye.

15. Original modifications of geometric unit, for design for handkerchief case, pencil case or pin cushion cover, or
Draw and cut pattern for picture frame or work box.

16. Draw vegetable form, or
Picture Study: "At the Watering Trough"—Bouveret.

17. Continue with unit for design for handkerchief case, etc., or
Modify geometric unit for work box.

18. Draw triangular prism, edge front, below eye.

19. Trace design on cloth, or
Make original modifications of geometric unit for picture frame, or
Complete unit for work box and trace.

20. Draw appearance of top of square prism, edge front, at different levels, below eye.

21. Practice painting for design on cloth, or
Trace design on picture frame, or
Practice painting for work box design.

22. Paint design on cloth or on work box. Dominant harmony, or
Practice painting for picture frame.

23. Draw square prism, edge front, below eye.

24. Draw and cut pattern for portfolio, or picture frame, or
Complete work box or
Paint design on picture frame.

25. Complete form commenced 24th lesson, or
Original modifications of geometric unit for design for pin ball or needle book.

26. Draw cube, edge front, below eye.

27. Original modifications of geometric unit for form completed 28th lesson, or
Continue design for pin ball or needle book.

28. Draw cube or square prism, edge front, below eye, or
Picture Study: "The Young Handel"—Dicksie.

29. Complete unit for form finished 25th lesson and trace design, or
Trace design on pin ball or needle book.

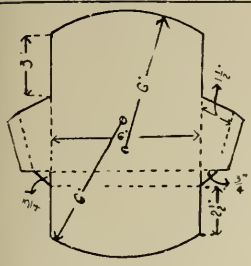
30. Draw large leaf, or
Paint simple spray in water color.

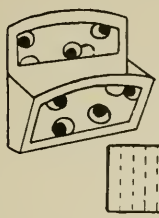
31. Paint designs, contrasted or dominant harmony.

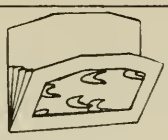
32. Draw large leaf, or
Paint simple spray or flower in water color.

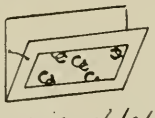
33. Draw large leaf or simple spray, or
Paint spray or flower in water color.

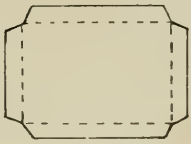
34. Draw large leaf or simple spray, or
Paint spray or flower, or
Picture Study: "Madame Le Brun and Daughter"—Le Brun.

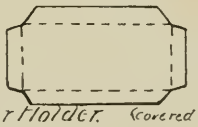

Letter Holder

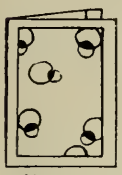


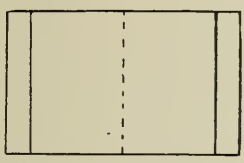


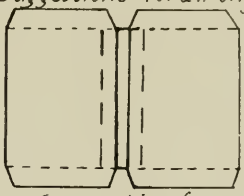


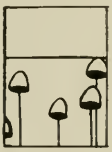



Suggestions for an original Letter Holder. (Covered)

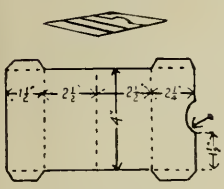


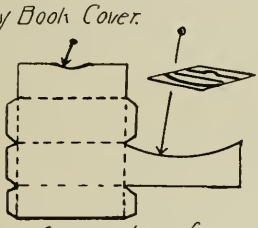

Note Book or Copy Book Cover.

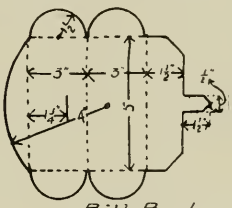


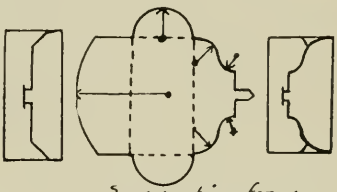


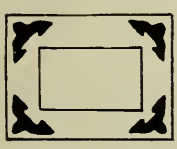
Suggestion for an original Note or Copy Book Cover.


Card Case

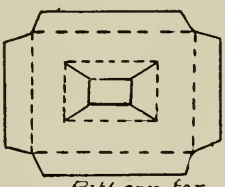

Suggestion for an original Card Case


Bill Book

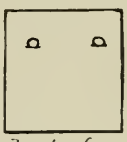

Suggestion for an original Plaster Case

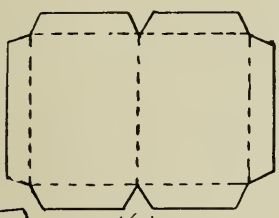


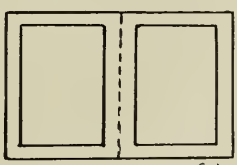
Picture Frame.

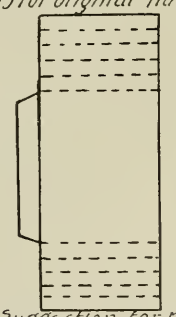

Pattern for Picture Frame. (Covered)

Suggestions for original Frame.

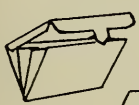

Back of Frame


Portfolio. (Covered)

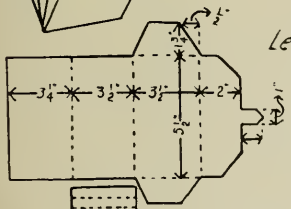

Inside of Portfolio.

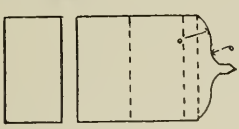

Suggestion for pocket for Portfolio

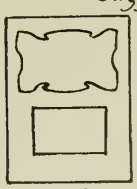
Portfolio

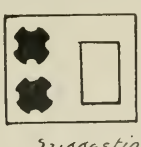


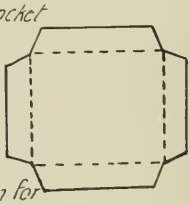
Letter File

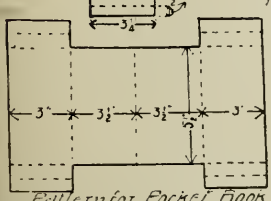


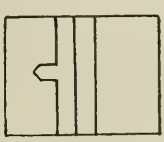

Patterns for Letter File

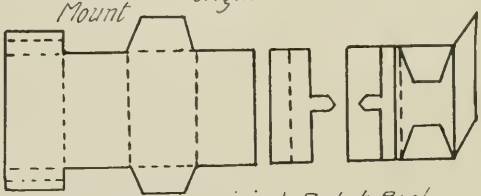

Calendar Mount




Suggestion for original Calendar Mount


Pattern for Pocket Book


Pocket Book


Suggestion for original Pocket Book

GRADE 5A.

BOYS.

Total time per week 180 minutes, to be divided into three periods, one for Object Drawing and two for Construction and Applied Design.

OBJECT DRAWING.—One Lesson Each Week.

Aim to secure in drawings of **good size** and **placing** the representation of the foreshortened circle and square as these appear in objects seen at different levels below the eye (circle also above eye).

Require careful **study** of **relative size** and **position** of objects in simple groups. **Tests** of **direction** should be made by **pencil holding.** Use **individual** models wherever possible.

In plant form and other object drawing seek **quality** of line to **express** texture. Use of **accented** line should be taught.

1. Cylinder below eye, or
   Picture Study: "Dignity and Impudence"—Landseer.
2. Cylindrical object, below eye, as wooden measure or pail.
3. Cylindrical object, above eye, as tin pail.
4. Cylindrical object, above eye, as tin pail or lantern.
5. Draw vegetable form, or
   Picture Study: "Song of the Lark"—Breton.
6. Sketch group, cylinder and sphere. Note size and placing. General proportions; relative proportions and position of objects. Sketch whole group lightly.
7. Complete drawing of group. Group placed in position and studied. Errors in proportion and appearance corrected. Complete drawing—attention to rendering.
8. Sketch group, square prism, edge front, and hemisphere or small water cup.
   Proceed as in lesson 6.
9. Complete drawing of group.
   Proceed as in lesson 7.
10. Draw vegetable form, or
    Picture Study: "Washington Crossing the Delaware"—Leutze.
11. Sketch group, jar and hemispherical fruit.
    Note size and placing. General proportions; relative proportions and position of objects. Sketch whole group lightly.
12. Complete drawing of group.
    Group placed in position and studied. Errors in proportion and appearance corrected. Complete group—attention to rendering.
13. Draw group, bottle or bowl and vegetable, or
    Picture Study: "Return to the Farm"—Troyon.
14. Practice blocking in large leaf, or
    Paint vegetable with leaves, in water color.
15. Blocking in large leaf, or
    Paint vegetable or spray in water color.
16. Blocking in and drawing large leaf, or
    Paint spray or flower in water color.
17. Blocking in and drawing large leaf, or
    Paint spray or flower in water color, or
    Picture Study: "Queen Louise and Her Sons"—Steffeck.

Issued Feb. 1903.

Dept. of Education, N. Y. C.

CONSTRUCTION AND APPLIED DESIGN.—Two Lessons Each Week.

CONSTRUCTION.—In making forms rising from the child's needs and interests, aim to secure **dexterity** in handling and **accuracy** in measurement. Knowledge of the **reasons** for the operations taught should be developed, that the child may be prepared to make use of his acquired skill in the construction of **original** forms.

It is recommended that the pupils be encouraged to make **at home original forms,** showing modifications of the forms made in the class room, or new models, suggested by other lessons or by home interests.

For constructive work, use oak tag, bogus or cartridge paper, gingham, strawboard or other available material.

DESIGN.—Aim to develop **appreciation of beauty of form** and **line,** in making **original** units, designed as decorations for constructed and other forms. Emphasize **simplicity.**

COLOR.—Aim to secure **harmonious** combinations of tones of the same color, or of standard or intermediate colors with a neutral. **Avoid** combinations of **brilliant** colors.

1. 2, 3. Class Model.—Folding picture frame, pocket book, pencil case or portfolio.
4. 5, 6, 7. Original form for folding picture frame, pocket book, pencil case or portfolio.
8. Draw and cut unit for free spotting.
9. Decorative arrangement: free spotting, for design for constructed form.
10. Trace decorative arrangement on constructed form.
11. Practice painting flat washes of grayed colors, illustrated on color chart. Practice also, painting units for design.
12. Paint design on constructed form. Dominant harmony.
13. 14. 15. Class Model.—Cash box, spool box, pencil box, glove box, necktie box.
16, 17. Draw pattern for original form of box.
18. Original design. — Interlacing squares or oblongs to form tile pattern for decoration of box top.
19. Complete tile design.
20. Trace tile design on constructed form.
21. Practice painting tile design in grayed colors.
22. Paint tile design. Dominant harmony.
23. Complete box.
24, 25. 26. Class Model.—Match box, flower pot holder, or work basket, or
Fold and sew together, leaves for book.
27, 28. Draw original pattern for form completed 26th lesson, or
Complete book.
29. Draw a good example of Greek lily from copy.
30. Original modifications of lily form, for design for original constructed form, or for book.
31. Complete unit for design.
32. Trace design on original constructed form.
33. Paint design on constructed form.
34. Complete form.

GIRLS.

Time per week 120 minutes to be divided into two periods, for lessons on Object Drawing and Applied Design. For constructed forms use oak tag, bogus or cartridge paper, gingham, denim or other available material.

OBJECT DRAWING.—Aim to secure in drawings of **good size** and **placing** the representation of the foreshortened circle, and square as these appear in objects seen at different levels below the eye (circle also above eye).

Require careful **study** of **relative size** and **position** of objects in simple groups. **Tests** of **direction** should be made by **pencil holding.** Use **individual** models wherever possible.

In plant form and other object drawing seek **quality** of line to **express texture.** Use of **accented** line should be taught.

DESIGN.—Aim to develop **appreciation of beauty of form** and **line** in **original** units designed as decorations for constructed and other forms. Emphasize **simplicity.**

COLOR.—Aim to secure **harmonious** combinations of tones of the same color, or of standard or intermediate colors with a neutral. **Avoid** combinations of **brilliant** colors.

1. Draw cylinder below eye, or
   Picture Study: "Dignity and Impudence"—Landseer.
2. Draw and cut pattern for useful form, as letter holder or portfolio.
3. Draw cylindrical object, as wooden measure or pail, below eye.
4. Complete pattern commenced 2d lesson.
5. Draw cylindrical object, above eye, as tin pail.
6. Draw and cut units for free spotting.
7. Draw cylindrical object, above eye, as pail or lantern.
8. Decorative arrangement: free spotting for design for constructed form.
9. Draw vegetable form, or
   Picture Study: "Song of the Lark"—Breton.
10. Trace decorative arrangement on form drawn and cut 4th lesson.
11. Sketch group, cylinder and sphere. Note size and placing. General proportions; relative proportions and position of objects. Sketch whole group lightly.
12. Complete drawing of group. Group placed in position and studied. Errors in proportion and appearance corrected. Complete drawing—attention to rendering.
13. Practice painting flat washes of grayed colors, illustrated on color chart. Practice also painting units for design.
14. Paint decorative arrangement. Contrasted or dominant harmony.
15. Draw vegetable form, or
    Picture Study: "Washington Crossing the Delaware" — Leutze.

16. Complete constructed form.

17. Sketch group, square prism, edge front, and water cup or hemisphere.
Proceed as in lesson 11.

18. Complete drawing of group.
Proceed as in lesson 12.

19. Design for handkerchief case, doily, cushion cover, table mat. Draw a good example of Greek lily from copy, or
Draw pattern for flower pot holder, picture frame, or work basket.

20. Original modification of lily form, for design on cloth, or complete picture frame or
Design for flower pot holder or work basket: Draw a good example of Greek lily from copy.

21. Draw group, jar and hemispherical fruit.

22. Complete unit for design on cloth, or
Design for picture frame: Draw a good example of Greek lily from copy, or
Original modification of lily form, for design for flower pot holder or work basket.

23. Draw group, bottle or bowl and vegetable, or
Picture Study: "Return to the Farm"—Troyon.

24. Trace design on cloth, or
Make original modification of lily form, for picture frame, or
Complete unit for design for flower pot holder or work basket.

25. Paint design on cloth, or
Complete unit for picture frame, or
Trace design on flower pot holder or work basket.

26. Draw pattern for pencil case or picture frame, or
Trace design on picture frame, or
Paint design on flower pot holder, or work basket.

27. Practice blocking in large leaf, or
Paint vegetable with leaves, in water color.

28. Complete form commenced 26th lesson, or
Paint design on picture frame, or
Complete flower pot holder, or work basket.

29. Blocking in large leaf, or
Paint vegetable or spray in water color.

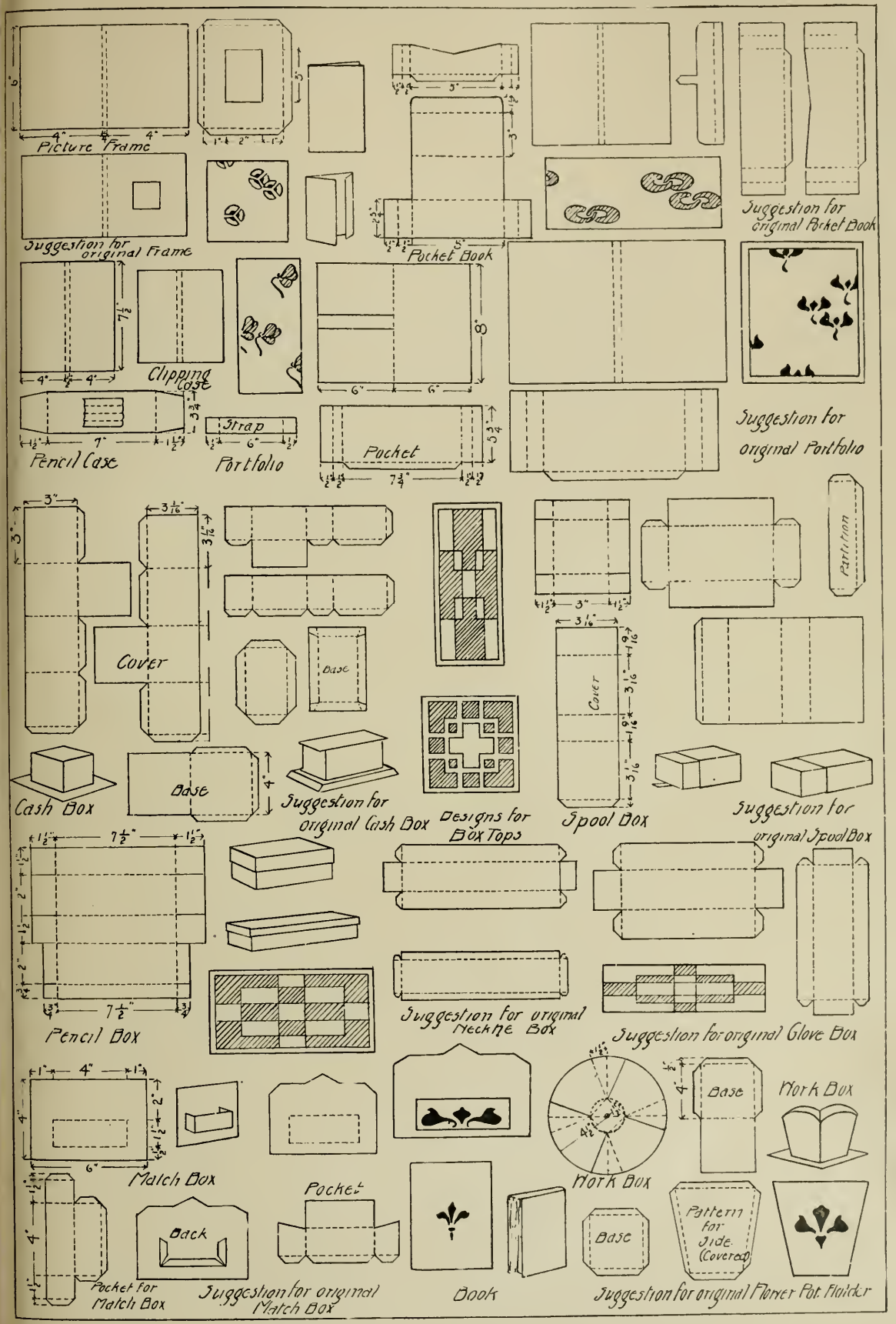
30. Original modifications of lily form, for form completed 28th lesson, or for
Design for whisk broom holder, table mat or doily.

31. Blocking in and drawing large leaf, or
Paint simple spray or flower in water color.

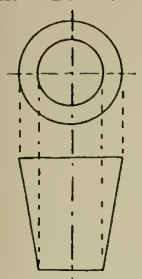
32. Trace design on constructed form, or on whisk broom holder, table mat or doily.

33. Paint design on constructed form, or on whisk broom holder, etc.

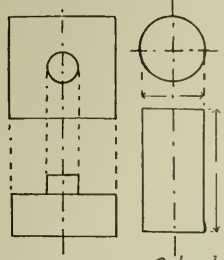
34. Blocking in and drawing large leaf, or
Paint simple spray or flower in water color, or
Picture Study: "Queen Louise and Her Sons"—Steffeck.



Issued Oct., 1902.

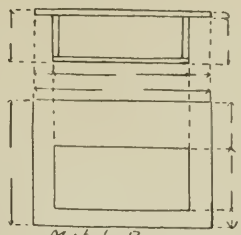


Flower Pot

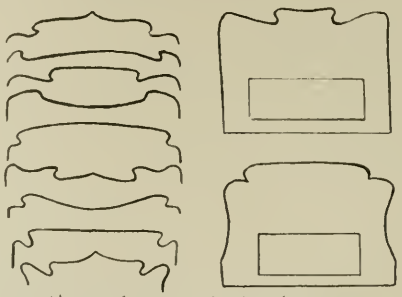


Ink Bottle Cylinder

Grade 5B

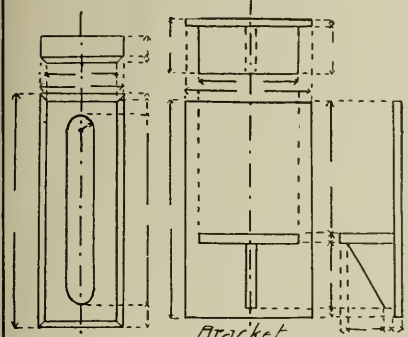


Match Box
(as sketched from model)



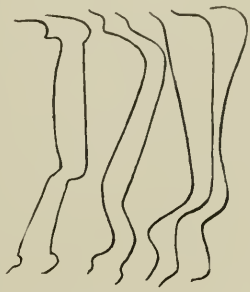
Possible modifications of Match Box

Grade 6A

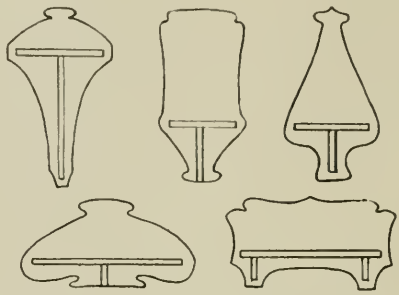


Pencil Tray

Bracket
(as sketched from model)



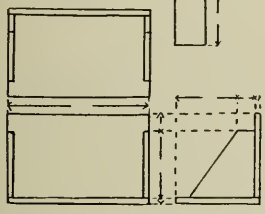
Grade 6B

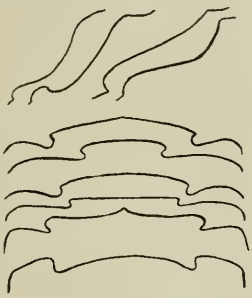


Possible modifications of Bracket

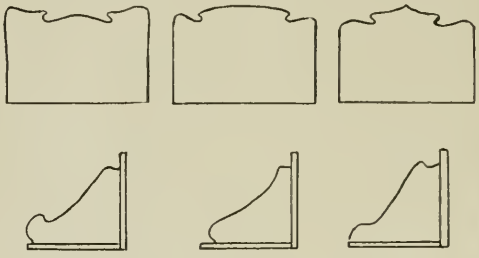
End Mortise Joint

Ink Stand

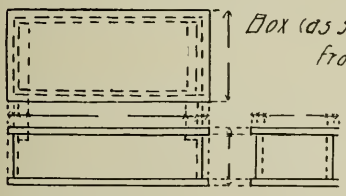




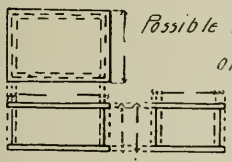
Grade 7A



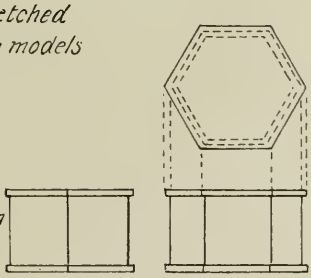
Possible modifications of Ink Stand

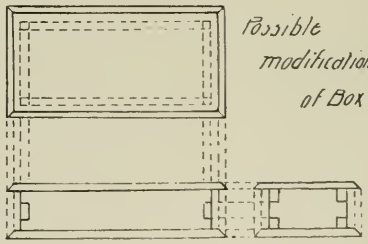


Box (as sketched from models)



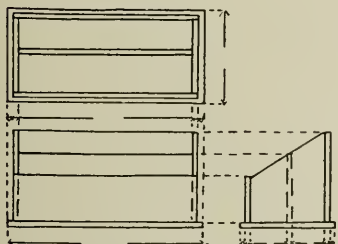
Possible modification of Box.



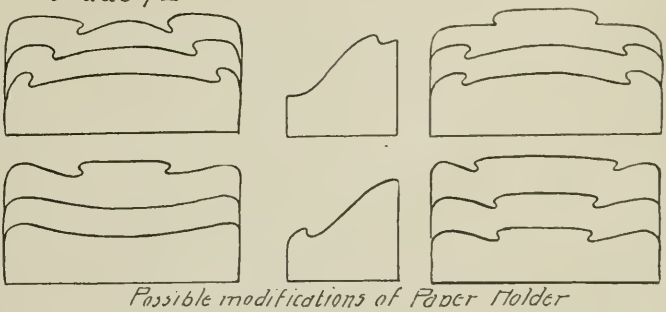


Possible modifications of Box

Grade 7B

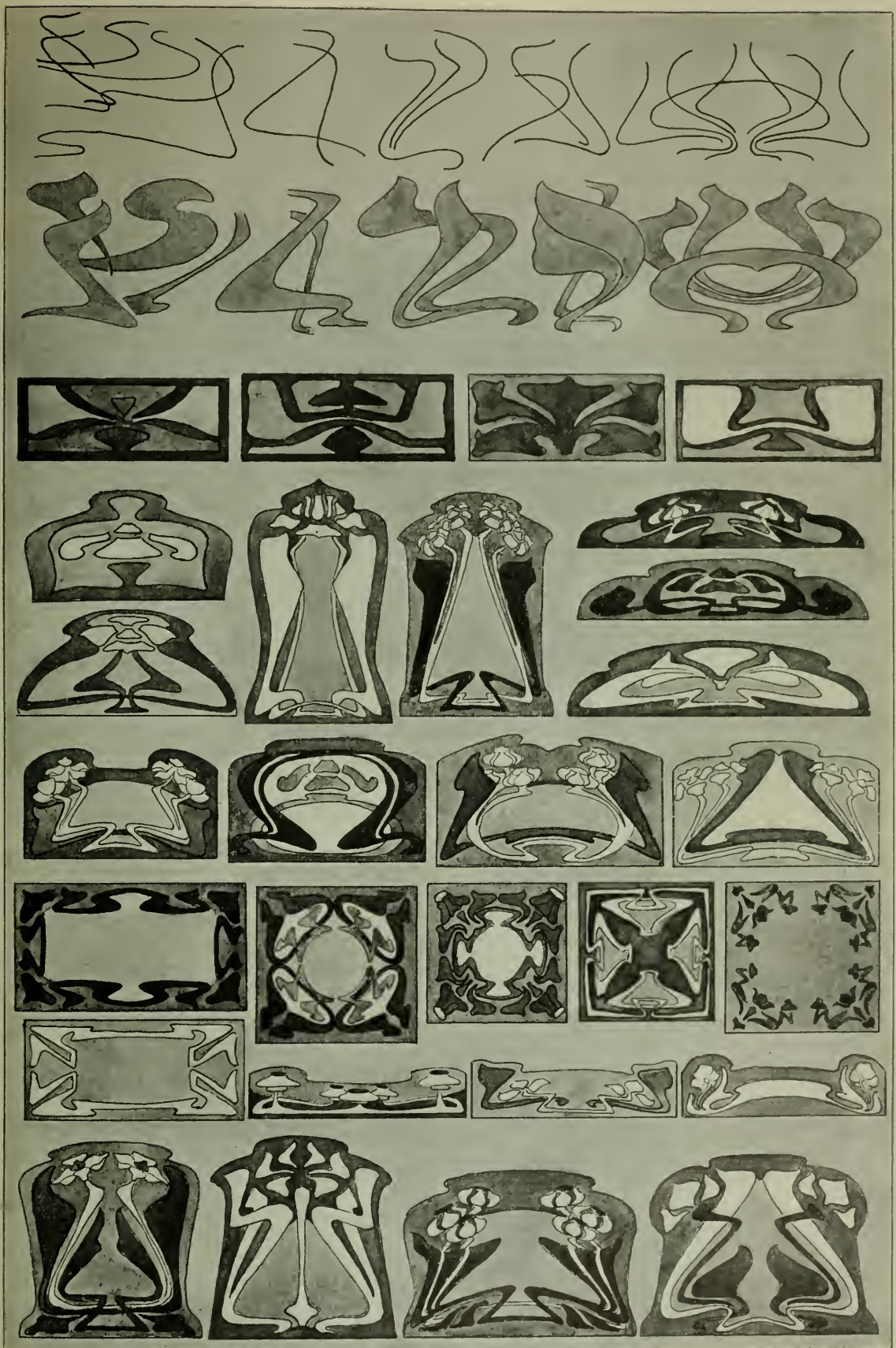


Paper Holder (from model)



Possible modifications of Paper Holder

Issued Oct., 1902.



Issued October, 1902

Dept. Educ., N. Y. C.

GRADE 5B.

BOYS.

Total time per week 120 minutes to be divided into two periods of appropriate length, for lessons in Object Drawing, Working Drawing, Structural and Applied Design.

WORKING DRAWING.—**Develop** and **emphasize** the **purpose** of working drawings.

Aim to secure **clear** and **well placed** free hand sketches, followed by **accurate** mechanical drawings, **carefully lettered** and **dimensioned.** Insist on neatness in execution.

In STRUCTURAL DESIGN develop law of **Fitness to purpose**—*i. e.*, that use determines form and material, and that desire for strength and beauty determines proportions.

Two Lessons Each Week.

1. Working Drawing. — Explanation of their nature and use in general, and of their use in class work.
   Position of planes—3rd angle—and views. Use and character of extension, dimension and center lines explained.
   Practice in making free hand working drawings (2 views) of familiar objects, as tumbler, pencil box, ink well, etc. Use hard pencils.

2. Working Drawing (free hand) of cylinder on end. Two views, full size. Extension, dimension and center lines. Dimensions marked.

3. Working Drawing (mechanical) of cylinder on end, from free hand working drawing made 2d lesson. Extension, dimension and center lines. Figures on vertical dimensions should be turned to read from bottom of sheet toward the top.

4. Working Drawing (free hand) (Third angle; two views, full size) from model furnished by Shop Instructor, or
   From Match Box or other model furnished by Special Teacher. Extension, dimension lines, etc., indicated. Use hard pencils.

   Study of model to develop principles of structural design (fitness of model to purpose; beauty in proportion, proper relation of parts), with a view toward the making by each pupil of a model showing original dimensions.

5. Each pupil will plan within given limitations, original proportions for his model. The dimensions planned may be marked upon the free hand working drawing made last lesson. If necessary a new free hand drawing will be made and dimensioned.

6. Plan original modifications in outline, of model dimensioned last lesson. Make several sketches.

7. Each pupil will draw full size such part of the model as is modified in outline. This drawing is to be followed in shop or classroom in the construction of the original form.

8. Working Drawing (mechanical) of original model. Position of drawing on paper to be decided by pupils.
   Two views lightly drawn, showing parts without modified outline.

9. Make careful drawing of such part of model as is modified in outline. Cut this out and use as template in completing working drawing. Extension, dimension lines, etc.

10. Practice free hand printing and numbering. Print name and title and dimension drawing.

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Dept. of Education, N. Y. C.

DESIGN.—In APPLIED DESIGN aim to develop knowledge of: **Balance**—equality of weights or consistency of attractions. **Rhythm**—continuous or related movement. **Harmony**—consistency or relationship of masses.

Emphasize the proper **relation** of the decorating **mass** to the **space** decorated, and the **refinement** of the elements of the mass.

Two Lessons Each Week.

11. Original Design. — Sketches of units made of flower parts, for decoration for match box, or other form to be constructed.

12. Continue with unit for design.

13. Complete unit for design and trace on paper. Make two tracings, one to be painted, the other to be used in tracing the design on constructed form.

14. Practice painting flat washes of grayed colors, suitable for staining wood, as illustrated on color chart.
Paint background of design.

15. Practice painting colors showing harmonious relations with background color. Practice painting units for design.

16. Complete painting design.

OBJECT DRAWING.—Aim to secure in drawings of **good size, placing** and **accent,** the representation of foreshortened faces as these appear in objects seen at different levels below the eye.

Require careful study of **relative size** and **position** of objects in simple groups. Use **pencil measurements** to test proportions. **Test direction** of retreating edges by **pencil holding.** Use **individual models** wherever possible.

In Plant Form and other object drawing seek **quality of line expressive** of **texture.**

Two Lessons Each Week.

17. Object Drawing.—Cylinder, below eye, or
Picture Study: "Autumn" — Mauve.

18. Draw cylindrical object, below eye, as flower pot.

19. Draw cylindrical object above eye, as lantern.

20. Test Drawing.—Cylindrical object below or above eye. Development of lesson to precede drawing.

21. Draw vegetable form, or
Picture Study: "Boatmen of Barcelona"—Baixeras.

22. Sketch group, as bottle and vegetable.
Note size and placing; general proportions; relative proportions and position of objects. Sketch whole group lightly.

23. Complete drawing of group sketched 21st lesson. Group placed in position. Errors in proportion and appearance corrected. Complete drawing with attention to rendering.

24. Draw vegetable form, or
Picture Study: "Return of the Mayflower"—Bayes.

25. Draw square prism, edge front.

26. Draw square prism turned at 30° and 60°.

27. Draw square prism, turned at unequal angles.

28. Sketch group, square prism and water cup, or
Cereal box and cup or bowl.
Note size and placing. General proportions; relative proportions and position of objects. Sketch whole group lightly.

29. Complete drawing of group sketched 28th lesson. Group placed in position. Errors in proportion and appearance corrected. Complete drawing with attention to rendering.

30. Draw vegetable form, or
Picture Study: "Wood and Cattle"—F. Bonheur.

31. Plant Form Drawing.—Blocking in large leaf, or
Paint vegetable with leaves in water color.

32. Blocking in and drawing large leaf, or
Paint vegetable or spray in water color.

33. Blocking in and drawing large leaf. Attention to rendering, or
Paint spray or flower in water color.

34. Draw leaf or simple spray, or
Paint spray or flower in water color, or
Picture Study: "St. Cecelia"—Raphael.

GIRLS.

Time per week 120 minutes, to be divided into two periods, for lessons in Construction, Applied Design and Object Drawing. For constructive work use oak tag, bogus or cartridge paper, gingham, denim, straw board or other available material.

Two Lessons Each Week.

DESIGN.—In APPLIED DESIGN aim to develop knowledge: of **Balance**—equality of weights or consistency of attractions, **Rhythm**—continuous or related movement, **Harmony**—consistency or relationship of masses.

Emphasize the proper **relation** of the decorating **mass** to the **space** decorated, and the **refinement** of the elements of the mass.

1. Design for head rest, tea cozy, book bag or pin cushion cover. Make sketches of unit composed of flower parts, or
Draw pattern for photo folder, folding picture frame, or portfolio.

2. Continue with unit for design on cloth, or
Complete pattern for constructed form.

3. Complete unit for design on cloth, or
Complete constructed form.

4. Trace design on cloth, or
Make original sketches of unit composed of flower parts for design for form made 3rd lesson.

5. Practice painting and commence painting design on cloth, or
Continue sketches for unit for design for constructed form.

6. Complete painting design on cloth, or
Complete unit for design and trace on form made 3rd lesson.

7. Draw pattern for portfolio, photo folder, folding picture frame, or
Paint design traced 6th lesson.

8. Continue with pattern for constructed form, or
Make sketches composed of flower parts for design for whisk broom holder, pencil case, needle book, head rest, book bag, etc.

9. Complete form drawn and cut 8th lesson, or
Continue with unit for design for whisk broom holder, pencil case, etc.

10. Design for constructed form. Original sketches for unit composed of flower parts, or
Complete unit for design for whisk broom holder, etc., and trace.

11. Complete unit for design for form made 9th lesson, or
Practice painting units for design for whisk broom holder, etc.

12. Paint designs.

OBJECT DRAWING.—Aim to secure in drawings of **good size, placing** and **accent,** the representation of foreshortened faces as these appear in objects seen at different levels below eye.

Require careful **study** of **relative size** and **position** of objects in simple groups. Use **pencil measurements** to test proportions. **Test direction** of retreating edges by **pencil holding.** Use **individual models** wherever possible.

In Plant Form and other object drawing seek **quality of line** expressive of texture.

Two Lessons Each Week.

13. Draw cylinder below eye, or
    Picture Study: "Autumn" — Mauve.

14. Draw cylindrical object, below eye, as flower pot.

15. Draw cylindrical object, above eye, as lantern.

16. Test Drawing.—Cylindrical object below or above eye. Development of lesson to precede drawing.

17. Draw vegetable form, or
    Picture Study: "Boatmen of Barcelona"—Baixeras.

18. Sketch group, as bottle and vegetable or jar and water cup.
    Note size and placing. General proportions; relative proportions and position of objects. Sketch whole group lightly.

19. Complete drawing of group. Group placed in position and studied. Errors in proportion and appearance corrected. Complete drawing—attention to rendering.

20. Draw vegetable form, or
    Picture Study: "Return of the Mayflower"—Bayes.

21. Draw square prism, edge front.

22. Draw square prism, turned at 30° and 60°.

23. Draw square prism, turned at unequal angles.

24. Sketch group, square prism and water cup, or
    Cereal box and cup or bowl.
    Note size and placing. General proportions of group, relative proportions and position of objects. Sketch whole group lightly.

25. Complete drawing of group.
    Group placed in position and studied. Errors in proportion and appearance corrected. Complete drawing—attention to rendering,
    or
    Picture Study: "Wood and Cattle"—F. Bonheur.

26. Blocking in large leaf, or
    Paint vegetable with leaves in water color.

27. Blocking in and drawing large leaf,
    or
    Paint vegetable or spray in water color.

28. Blocking in and drawing large leaf. Attention to rendering, or
    Paint spray or flower in water color.

29. Draw leaf or simple spray, or
    Paint spray or flower in water color, or
    Picture Study: "St Cecelia"—Raphael.

DESIGN.—Decorative Arrangement.

30. Make note book cover, library list cover or portfolio.

31. Decorative arrangement, for design for form made 30th lesson. Free spotting, flower forms or arrangement of spray.

32. Complete decorative arrangement.

33. Trace decorative arrangement.

34. Practice painting and paint design.

GRADE 6A.

BOYS.

Total time per week 90 minutes, to be divided into two periods of appropriate length for lessons in Working Drawing, Structural and Applied Design and Object Drawing.

WORKING DRAWING.—**Develop** and **emphasize** the **purpose** of working drawings.

Aim to secure **clear** and **well placed** free hand sketches, followed by **accurate** mechanical drawings, **carefully lettered** and **dimensioned.** Insist on neatness in execution.

DESIGN.—In STRUCTURAL DESIGN develop law of **Fitness to purpose**—*i. e.,* that use determines form and material, and that desire for strength and beauty determines proportions.

Two Lessons Each Week.

1. Teach use of drawing board. Practice exercises in ruling horizontal, vertical and oblique lines with T square and triangle.
2. Working Drawing (free hand)—Pencil tray. Two views, full size. Extension, dimension center lines indicated and dimensions marked.
3. Practice free hand printing and numbering.
4. Working Drawing (mechanical)—Pencil tray, from sketches made 2d lesson. Extension dimension lines, etc., indicated. Print name and title. Vertical dimensions should be turned to read from bottom of page toward the top.
5. Working Drawing (free hand—3 views—3rd angle drawing) from model furnished by Shop Instructor or from Clock Bracket or other model furnished by Special Teacher. Extension, dimension lines, etc., indicated. Use hard pencil.
   Study model to develop principles of structural design (fitness of model to purpose, beauty of proportion, proper relation of parts, etc.), with a view toward the making by each pupil of a model showing original dimensions.
6. Each pupil will plan within given limitations, original proportions for his model. The dimensions planned may be marked upon the free hand working drawing made last lesson. If necessary a new free hand drawing will be made and dimensioned.
7. Plan original modification in outline of model dimensioned last lesson. Make several sketches.
8. Each pupil will draw, full size, such part of the model as is modified in outline. This drawing is to be followed in shop or classroom in the construction of the original form.
9. Working Drawing (mechanical) of model designed 6th lesson. Position of drawing on paper to be decided by pupil. Three views lightly drawn showing parts of model, without modified outline.
10. Make careful drawing of such part of the model as is modified in outline. Cut this out and use as template in completing working drawing. Extension, dimension lines, etc., indicated, and dimensions marked. Print name and title.

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DESIGN.—In APPLIED DESIGN aim to develop knowledge: of **Balance**—equalized weights or consistency of attractions. **Rhythm**—continuous or related movement. **Harmony**—consistency or relationship of masses.

Emphasize the proper **relation** of the decorating **mass** to the **space decorated**, and the **refinement** of the elements of the mass.

Two Lessons Each Week.

11. Design for constructed form. Original sketches, conventionalized flower or flower and leaf, for design for constructed form.
12. Continue sketches for design.
13. Complete design for constructed form.
14. Trace on paper design for constructed form. Make two tracings, one to be painted, the other to use in tracing design on wood.
15. Practice painting flat washes of grayed colors, suitable for staining wood, as illustrated on color chart. Paint background of design.
16. Practice painting units for design in colors, showing harmonious relations with background color.
17. Paint design.

OBJECT DRAWING.—Aim to secure **correct foreshortening** and **accent** in drawings of familiar cylindrical and prismatic objects. Require careful study of **relative size** and **position** of objects in simple groups, and **tests** by **pencil holding** and **pencil measurement** of directions and proportions.

In all drawings seek **quality of line** expressive of **texture.**

Two Lessons Each Week.

18. Draw cylinder capped by smaller cylindrical plinth (made of paper), below eye, or
Picture Study: "The Balloon"—Dupré.
19. Sketch group, cylindrical object, as jar or bottle, below eye, and vegetable. Decide on general proportions of group; on placing of drawing on paper; on relative proportions, and position of objects. Sketch lightly each object.
20. Complete drawing of group sketched 17th lesson.
Group placed in position and studied. Errors in proportion and appearance corrected. Complete drawing—attention to rendering.
21. Test Drawing.—Group, cylindrical object and vegetable. Development of lesson to precede drawing.
22. Draw vegetable form, or
Picture Study: "Lost"—Schenck
23. Draw square prism, on side, turned at 30° and 60°.
24. Draw square prism, on side, turned at unequal angles.
25. Test Drawing.—Square prism turned at unequal angles. Development of lesson to precede drawing.
26. Draw vegetable form, or
Picture Study: "Columbus at the Court of Spain"—Von Brozik.
27. Book or box turned at unequal angles. Make several quick sketches.
28. Sketch book or box turned at unequal angles. General proportions; position on paper; relative proportions. Sketch object lightly.
29. Complete drawing of book or box, or
Picture Study: "The Edge of the Woods"—Rousseau.
30. Test Drawing.—Book or box, turned at unequal angles. Development of lesson to precede drawing.

31. Blocking in leaf with turned edges, or
Paint vegetable with leaves in water color.

32. Blocking in leaf with turned edges, or
Paint vegetable or spray in water color.

33. Blocking in and drawing leaf with turned edges, or
Paint spray or flower in water color.

34. Draw leaf or simple spray, or
Paint spray or flower in water color, or
Picture Study: "Moses, Joshua, Elijah"—Sargent.

GIRLS.

Total time per week 120 minutes, to be divided into two periods of appropriate length, for lessons in Object Drawing and Constructive Work with Applied Design. For constructive work use oak tag, bogus or cartridge paper, gingham, denim, straw board or other available material.

DESIGN.—In APPLIED DESIGN aim to develop knowledge: of **Balance**—equalized weights or consistency of attractions, **Rhythm**—continuous or related movement, **Harmony**—consistency or relationship of masses.

Emphasize the proper **relation** of the decorating **mass** to the **space** decorated, and the **refinement** of the elements of the mass.

Two Lessons Each Week.

1. Design for collar, pin cushion cover, work bag, head rest, table mat. Original sketches, conventionalized flower form, or
Draw pattern for picture frame, scrap book or portfolio.

2. Continue with unit for design on cloth, or
Continue with pattern for constructed form.

3. Complete unit for design on cloth, or
Complete constructed form.

4. Trace design on cloth, or
Original sketches, conventionalized flower form, for design for constructed form.

5. Practice painting and commence painting design on cloth, or
Continue with sketches for unit for design for constructed form.

6. Complete painting design on cloth, or
Complete unit for constructed form and trace design.

7. Draw pattern for scrap book, portfolio, picture frame, or
Paint design on constructed form. Grayed colors illustrated on color chart.

8. Continue with pattern for constructed form, or
Design for work bag, book bag, portfolio. Make original sketches, conventionalized flower form.

9. Complete form of 8th lesson, or
Continue with unit for design on cloth.

10. Design for constructed form. Original sketches, conventionalized flower form, or
Complete unit for design on cloth.

11. Complete unit for design for constructed form, and trace, or
Trace design on cloth.

12. Paint designs: grayed colors illustrated on color chart.

OBJECT DRAWING.—Aim to secure **correct foreshortening** and **accent** in drawings of familiar cylindrical and prismatic objects. Require careful study of **relative size** and **position** of objects in simple groups, and **tests** by **pencil holding** and **pencil measurements** of directions and proportions.

In all drawings seek **quality of line** expressive of **texture.**

Two Lessons Each Week.

13. Object Drawing.—Draw cylinder capped by smaller cylindrical plinth (made of paper) below eye, or
Picture Study: "The Balloon"—Dupré.

14. Sketch group, cylindrical object, as jar or bottle, below eye, and vegetable.
Note size and placing; general proportions; relative proportions and position of objects. Sketch whole group lightly.

15. Complete drawing of group. Group placed in position. Errors in proportion and appearance corrected. Complete drawing with attention to rendering.

16. Test Drawing.—Group, cylindrical object and vegetable. Development of lesson to precede drawing.

17. Draw vegetable form, or
Picture Study: "Lost"—Schenck.

18. Draw square prism on side, turned at 30° and 60°. Make several quick sketches of solid turned at different angles.

19. Draw square prism, on side, at unequal angles.

20. Test Drawing.—Square prism, turned at unequal angles. Development of lesson to precede drawing.

21. Draw vegetable form, or
Picture Study: "Columbus at the Court of Spain"—Von Brozik.

22. Book or box, turned at 30° and 60°. Make several quick sketches of object at different angles.

23. Sketch book or box turned at unequal angles.

24. Complete drawing of book or box.

25. Test Drawing.—Book or box turned at unequal angles. Development of lesson to precede drawing; or
Picture Study: "The Edge of the Woods"—Rousseau.

26. Plant Form Drawing.—Blocking in leaf with turned edges, or
Paint vegetable with leaves in water color.

27. Blocking in and drawing leaf with turned edges, or
Paint vegetable or spray in water color.

28. Blocking in and drawing leaf, or simple spray, or
Paint spray or flower in water color.

29. Draw leaf or simple spray, or
Paint spray or flower in water color, or
Picture Study: "Moses, Joshua, Elijah"—Sargent.

Design.—Decorative Arrangement.

30. Design for initial letter, tail piece, note book cover, composition or library list cover. Decorative arrangement, spray of leaves. Make sketches.

31. Complete decorative arrangement.

32. Trace design.

33. Practice painting for design. Grayed colors, illustrated on color chart.

34. Paint design

Suggested Exercises in Drawing, Constructive Work and Design.

GRADE 6B.

BOYS.

Total time per week 90 minutes, to be divided into two periods of appropriate length, for lessons in Working Drawing, Structural and Applied Design and Object Drawing.

WORKING DRAWING.—**Develop** and **emphasize** the **purpose** of working drawings.

Aim to secure **clear** and **well placed** free hand sketches, followed by **accurate** mechanical drawings, **carefully lettered** and **dimensioned.** Insist on neatness in execution.

DESIGN.—In STRUCTURAL DESIGN develop law of **Fitness to purpose** —*i. e.*, that use determines form and material, and that desire for strength and beauty determines proportions.

Two Lessons Each Week.

1. Working Drawing (free hand). End mortise joint. Two views, half size. Extension, dimension, lines, etc.
2. Working Drawing (mechanical). End mortise joint. From sketches made 1st lesson. Vertical dimensions should be turned to read from bottom of page toward the top.
3. Practice free hand printing and numbering. Print name and title on working drawing.
4. Working Drawing (free hand—3rd angle, 3 views). From model furnished by Shop Instructor, or from Ink Stand or other model furnished by Special Teacher. Extension, dimension lines, etc., indicated. Use hard pencils. Study of model to develop the principles of structural design (fitness of model to purpose; beauty in proportion, proper relation of parts), with a view to the making by each pupil of a model showing original dimensions.
5. Each pupil will plan within given limitations original proportions for his model. The dimensions planned may be marked upon the free hand working drawing made last lesson. If necessary a new free hand drawing will be made and dimensioned.
6. Plan original modifications in outline of model dimensioned last lesson. Make several sketches.
7. Each pupil will draw full size such part of the model as is modified in outline. This drawing is to be followed in shop or class room in the construction of the original form.
8. Working Drawing (mechanical) of original model from sketches made 6th lesson. Position of drawing on paper to be decided by pupil. Three views, lightly drawn, showing parts of original model, without modified outline. Practice printing name and title.
9. Make careful drawings of parts showing modified outline, cut these out and use as templates in completing working drawing. Extension, dimension lines, etc. Print name and title.

DESIGN.—In APPLIED DESIGN aim to develop knowledge: of **Balance** --equalized weights or consistency of attractions, **Rhythm** — continuous or related movement, **Harmony**—consistency or relationship of masses.

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Emphasize the proper **relation** of the decorating **mass** to the **space** decorated, and the **refinement** of the elements of the mass.

Two Lessons Each Week.

10. Design for constructed form. Sketches, original units from flower or from leaf and flower.
11. Continue with sketches for design for constructed form.
12. Continue with sketches for design.
13. Complete design for constructed form.
14. Trace on paper design for constructed form.
    Make two tracings. One to be painted, the other to be used in tracing design on constructed form.
15. Practice painting flat washes of grayed colors suitable for staining wood, as illustrated on color chart, and
    Paint background of design.
16. Practice painting units for design in colors showing harmonious relations with background color.
17. Complete painting design.

OBJECT DRAWING.—Aim to secure **correct foreshortening** and **accent** in drawings of familiar cylindrical and prismatic objects, vegetable and leaf forms. Require careful study of **relative size** and **position** of objects in simple groups; and **tests** by **pencil holding** and **pencil measurements** of directions and proportions. Use individual models wherever possible.

In all drawings seek **quality of line** expressive of **texture.**

Two Lessons Each Week.

18. Draw cylindrical object, below or above eye, or
    Picture Study: "Morning in Alsace"—Marchal.
19. Sketch group, as jar and water cup. Note size and placing. General proportions of group. Relative proportions and position of objects. Sketch whole group lightly.
20. Complete drawing of group sketched 17th lesson.
    Group placed in position and studied. Errors in proportion and appearance corrected. Complete drawing—attention to rendering.
21. Test Drawing.—Group, cylindrical object and cup or vegetable. Development of lesson to precede drawing.
22. Draw vegetable form, or
    Picture Study: "Reading from Homer"—Alma Tadema.
23. Sketch two books turned, or strawberry box turned.
    Note size and placing. General proportions: relative proportions. Sketch group or object lightly.
24. Complete drawing sketched 23rd lesson, or
    Proceed as in lesson 20, or
    Picture Study: "John Alden and Priscilla"—Boughton.
25. Triangular prism, horizontal and turned. Make several quick sketches of the model turned at different angles.
26. Draw triangular prism, horizontal and turned.
27. Test Drawing.—Triangular prism, horizontal and turned. Development of lesson to precede drawing.
28. Sketch book, partly open, standing on long edges, turned like triangular prism.
    Proceed as in lesson 19.
29. Complete drawing of book, sketched last lesson.
30. Draw vegetable, foreshortened, or
    Picture Study: "Harlem River—Evening"—Parton.
31. Plant Form Drawing.—Blocking in foreshortened leaf, or
    Paint vegetable with leaves in water color.

32. Blocking in foreshortened leaf, or
Paint vegetable or spray in water color.

33. Blocking in and drawing foreshortened leaf. Attention to rendering, or
Paint spray or flower in water color.

34. Blocking in and drawing leaf or simple spray, or
Picture Study: "Delphic Oracle" —Michael Angelo.

GIRLS.

Total time per week 90 minutes, to be divided into two periods of appropriate length, for lessons in Object Drawing, and Constructive Work with Applied Design. For constructive work use oak tag, bogus or cartridge paper, gingham, denim, straw board or other available material.

DESIGN.—In APPLIED DESIGN aim to develop knowledge: of **Balance** —equalized weights or consistency of attractions, **Rhythm**—continuous or related movement, **Harmony**—consistency or relationship of mass.

Emphasize the proper **relation** of the decorating **mass** to the **space** decorated, and the **refinement** of the elements of the mass.

Two Lessons Each Week.

1. Design for collar, table mat, bureau scarf or cushion cover. Original sketches, conventionalized unit, from flower, or from leaf and flower, or
Draw pattern for book, work basket or portfolio.

2. Continue sketches for conventionalized unit, or
Continue pattern for constructed form.

3. Complete conventionalized unit for design on cloth, or
Complete constructed form.

4. Trace design on cloth, or
Make original sketches, conventionalized unit, from flower, or leaf and flower, for design for form completed 3rd lesson.

5. Practice painting and commence painting design on cloth, or
Continue sketches for conventionalized unit for design for constructed form.

6. Complete painting design on cloth, or
Complete unit for constructed form and trace.

7. Draw pattern for book, work basket, portfolio, etc., or
Paint design on constructed form. Grayed colors, illustrated on color chart.

8. Continue with pattern for constructed form or
Design for table mat, bureau scarf, portfolio. Make original sketches, conventionalized unit from flower, or leaf and flower.

9. Complete form of 8th lesson, or
Continue sketches for conventionalized unit.

10. Design for form made 9th lesson. Original sketches, conventionalized unit, from flower or from leaf and flower, or
Complete unit for design on cloth and trace.

11. Complete unit for design for constructed form, and trace, or
Practice painting and commence painting design on cloth. Grayed colors, illustrated on color chart.

12. Paint design on constructed form, or
Complete painting design on cloth.

OBJECT DRAWING.—Aim to secure **correct foreshortening** and **accent** in drawings of familiar cylindrical and prismatic objects, vegetable and leaf forms. Require careful study of **relative size** and **position** of objects in simple

groups; and tests by pencil holding and pencil measurements of directions and proportions. Use individual models wherever possible.

In all drawings seek quality of line expressive of texture.

Two Lessons Each Week.

13. Object Drawing.—Draw cylindrical object, below or above eye, or
Picture Study: "Morning in Alsace"—Marchal.

14. Sketch group, as jar and water cup. Note size and placing. General proportions of whole group; relative proportions and position of objects. Sketch whole group lightly.

15. Complete drawing of group sketched last lesson. Groups placed and studied. Errors in proportion, appearance and placing of objects corrected. Drawing completed with attention to rendering.

16. Test Drawing.—Group cylindrical object and cup or vegetable. Development of lesson to precede drawing.

17. Draw vegetable form, or
Picture Study: "Reading from Homer"—Alma Tadema.

18. Sketch two books turned, or strawberry box turned.
Note size and placing. General proportion and relative proportions. Sketch lightly.

19. Complete drawing sketched 18th lesson.
Objects present and studied. Errors in proportion and appearance corrected. Drawing completed with attention to rendering.

20. Draw foreshortened vegetable, or
Picture Study: "John Alden and Priscilla"—Boughton.

21. Triangular prism, horizontal and turned. Make several quick sketches of model turned at different angles.

22. Draw triangular prism, horizontal and turned.

23. Test Drawing.—Triangular prism, horizontal and turned. Development of lesson to precede drawing.

24. Sketch book, partly open standing on long edges, turned like triangular prism.
Note size and placing. General proportions; relative proportions. Sketch object lightly.

25. Complete drawing of book sketched last lesson.
Object placed in position and studied. Errors in proportion and appearance corrected. Complete drawing with attention to rendering, or
Picture Study: "Harlem River—Evening"—Parton.

26. Plant Form Drawing.—Blocking in foreshortened leaf, or
Paint vegetable with leaves in water color.

27. Blocking in foreshortened leaf, or
Paint vegetable or spray in water color.

28. Blocking in and drawing foreshortened leaf. Attention to rendering, or
Paint spray or flower in water color.

29. Blocking in and drawing simple spray, or
Picture Study: "Delphic Oracle"—Michael Angelo.

Design.—Decorative Arrangement.

30. Design for cook book cover, menu card or note book cover. Decorative arrangement, spray of leaves. Make sketches.

31. Continue sketches for decorative arrangement.

32. Trace decorative arrangement.

33. Practice painting for design. Grayed colors, illustrated on color chart.

34. Paint designs.

Suggested Exercises in Drawing, Constructive Work and Design.

GRADE 7A.

BOYS.

Total time per week 90 minutes, to be divided into two periods of appropriate length for lessons in Object Drawing, Working Drawing, Structural and Applied Design.

WORKING DRAWING.—**Develop** and **emphasize** the **purpose** of working drawings.

Aim to secure **clear** and **well placed** free hand sketches, followed by **accurate** mechanical drawings, **carefully lettered** and **dimensioned.** Insist on neatness in execution.

STRUCTURAL DESIGN.—Aim to develop law of **Fitness to purpose**—*i. e.,* that use determines form and material, and that desire for strength and beauty determines proportions.

Two Lessons Each Week.

1. Working Drawing (free hand; three views, 3rd angle), from model furnished by Shop Instructor, or from Box with cover, or other model furnished by Special Teacher. Extension, dimension lines, etc., indicated. Use hard pencils.
   Study of model to develop principles of structural design (fitness of model to purpose; beauty in proportion, proper relation of parts) with a view toward the making, by each pupil, of a model showing original dimensions.
2. Each pupil will plan, within given limitations, original proportions for his model.
   The dimensions planned may be marked upon the free hand working drawing made last lesson. If necessary a new free hand drawing will be made and dimensioned. Vertical dimensions should be turned to read from bottom of page toward the top.
3. Plan original modifications in outline of model dimensioned last lesson. Make several sketches,
   or
   Complete free hand working drawing of Box.
4. Each pupil will draw, full size, such part of model as is modified in outline.
   This drawing is to be followed in shop or class room in the construction of the original form.
   In classes where Box has been designed: practice in free hand printing and numbering.
5. Working Drawing (mechanical) of original model from free hand working drawing. Position of views on paper, decided by each pupil.
6. Continue working drawing of original model. Three views drawn showing parts without modified outline.
7. Continue working drawing. Make careful drawings of such parts as show modified outlines. Cut these out to use as templates in completing working drawing.
8. Practice in free hand printing and numbering. Practice also printing name of pupil and title of drawing.
9. Complete working drawing. Trace parts showing modified outlines. Dimension and letter drawings.

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In APPLIED DESIGN aim to develop knowledge: of **Balance**—equalized weights or consistency of attractions, **Rhythm**—continuous or related movement, **Harmony**—consistency or relationship of masses.

Emphasize the proper **relation** of the **decorating mass** to the **space** decorated, and the **refinement** of the elements of the mass.

Two Lessons Each Week.

10. Design for constructed form. Original sketches, conventionalized unit from leaf and flower.
11. Continue sketches for design.
12. Continue sketches for design.
13. Complete design for constructed form.
14. Make two tracings of design. One of these is to be painted, the other to be used in tracing design on constructed form.
15. Practice painting flat washes of color, suitable for staining wood, as illustrated on color chart. Paint background of design.
16. Practice painting units for design in colors showing harmonious relations with background color.
17. Complete painting design.

OBJECT DRAWING.—Aim to secure **correct foreshortening** and **accent** in drawings of familiar cylindrical and conical objects, vegetable and leaf forms in various positions. Require careful study of **relative size** and **position** of objects in simple groups; and **tests** by **pencil holding** and **pencil measurements** of directions and proportions. Use **individual models** wherever possible.

In all drawings seek **quality of line** expressive of **texture.**

Two Lessons Each Week.

18. Object Drawing.—Study cylinder on side, turned in different positions. Sketch axes and appearance of end only, or
Picture Study: "Shepherdess"—Le Rolle.
19. Draw cylinder, horizontal and turned. Make several sketches of model turned at different angles.
20. Draw cylinder, horizontal and turned.
21. Test Drawing.—Cylinder, horizontal and turned. Development of lesson to precede drawing.
22. Draw foreshortened vegetable, or strawberry box turned, or
Group cylinder standing and cylinder lying and turned, or
Picture Study: "Aurora"—Reni.
23. Sketch group. Cylindrical object on side, turned, and vegetable. Note size and placing. General proportions of group; relative proportions and position of objects. Sketch whole group lightly.
24. Complete drawing of group sketched 21st lesson.
Groups placed and studied. Errors in proportion and appearance of objects corrected. Drawing completed with attention to rendering.
25. Cone on side, turned, base visible. Make several sketches of model turned at different angles.
26. Draw cone, on side, turned.
27. Test Drawing.—Cone, on side, turned. Development of lesson to precede drawing, or
Picture Study: "Joan of Arc"—Le Page.
28. Sketch conical object, as funnel, on side, turned.
Proceed as in lesson 23.
29. Complete drawing of object sketched last lesson. Attention to rendering.
Proceed as in lesson 24.
30. Draw vegetable form, or
Picture Study: "Autumn Oaks"—Inness.

31. Plant Form Drawing.—Blocking in and drawing simple spray, or
Paint vegetable or spray in water color.

32. Draw simple spray, or
Paint spray or flower in water color.

33. Draw simple spray,
or
Paint spray or flower in water color.

34. Draw simple spray,
or
Paint spray or flower in water color, or
Picture Study: "The Angelus" —Millet.

GIRLS.

Total time per week 90 minutes, to be divided into two periods of appropriate length for lessons in Object Drawing and Constructive Work with Applied Design. For constructive work use oak tag, bogus or cartridge paper, gingham, denim, straw board or other available material.

DESIGN.—In APPLIED DESIGN aim to develop knowledge: of **Balance** —equality of weights or consistency of attractions, **Rhythm**—continuous or related movement, **Harmony**—consistency or relationship of masses.

Emphasize the proper **relation** of the decorating **mass** to the **space** decorated, and the **refinement** of the elements of the mass.

Two Lessons Each Week.

1. Design for tray cloth, table cloth, cushion cover, etc. Original sketches, conventionalized unit from flower and leaf, or
Draw pattern for waste basket, or portfolio.

2. Continue sketches for design on cloth, or
Continue with form to be constructed.

3. Complete unit for design on cloth, or
Complete constructed form.

4. Trace design on cloth, or
Design for constructed form—original sketches, conventionalized unit from leaf and flower.

5. Practice painting grayed colors, illustrated on color chart, and commence painting design on cloth, or
Continue with sketches for designs for form completed 4th lesson.

6. Continue painting design on cloth, or
Complete design for constructed form and trace.

7. Complete painting design on cloth, or
Paint design on constructed form.

8. Draw pattern for waste basket, work basket, portfolio, collar box, or
Design for table mat, bureau scarf, cushion cover, tray cloth: original sketches, conventionalized unit, from leaf and flower.

9. Complete design for constructed form, or
Continue sketches for design on cloth.

10. Design for constructed form: make original sketches, conventionalized unit from leaf and flower, or
Complete unit for design on cloth.

11. Complete design for constructed form, and trace, or
Trace design on cloth.

12. Practice painting and commence painting designs on constructed forms or on cloth.

13. Complete painting designs on constructed forms or on cloth.

OBJECT DRAWING.—Aim to secure **correct foreshortening** and **accent** in drawings of familiar cylindrical and conical objects, vegetable and leaf forms in various positions. Require careful study of **relative size** and **position** of objects in simple groups; and tests by **pencil holding** and **pencil measurements** of directions and proportions. Use **individual models** wherever possible.

In all drawings seek **quality of line** expressive of **texture.**

Two Lessons Each Week.

14. Object Drawing.—Study cylinder, on side, turned in different positions.
    Sketch axes and appearance of end only, or
    Picture Study: "Shepherdess"—Le Rolle.
15. Draw cylinder, horizontal and turned.
16. Draw cylinder, horizontal and turned in different position.
17. Test Drawing.—Cylinder, horizontal and turned.
18. Draw foreshortened vegetable, or strawberry box, turned, or
    Group, cylinder standing and cylinder horizontal and turned, or
    Picture Study: "Aurora"—Reni.
19. Sketch group, cylindrical object on side, turned, and vegetable. Note size and placing. General proportions of group; relative proportions and position of objects. Sketch whole group lightly.
20. Complete drawing of group sketched 19th lesson.
    Groups placed in position and studied. Errors in proportion and appearance corrected. Complete drawing with attention to rendering.
21. Draw foreshortened vegetable, or
    Group, cylindrical object, on side, and vegetable, or
    Picture Study: "Joan of Arc"—Le Page.
22. Cone, on side, base visible. Make several quick sketches of model, turned at different angles.
23. Draw cone on side, base visible.
24. Test Drawing.—Cone on side, turned. Development of lesson to precede drawing.
25. Sketch conical object as funnel, on side, turned. Direction of axes, general proportions, relative proportions. Sketch object lightly.
26. Complete drawing of object sketched last lesson.
    Object placed in position and studied. Errors in proportion and appearance corrected. Complete drawing with attention to rendering, or
    Picture Study: "Autumn Oaks"—Inness.
27. Plant Form Drawing.—Blocking in and drawing foreshortened leaf, or
    Paint vegetable in water color.
28. Blocking in and drawing simple spray, or
    Paint vegetable or spray in water color.
29. Draw simple spray, or
    Paint spray or flower in water color.
30. Draw simple spray, or
    Paint spray or flower in water color, or
    Picture Study: "The Angelus"—Millet.

Design.—Decorative Arrangement.

31. Design for library list cover, book plate, magazine cover, note book cover, portfolio, or menu card. Decorative arrangement. Spray of leaves or leaves and flower. Make sketches.
32. Continue with sketches for decorative arrangement.
33. Trace decorative arrangement.
34. Paint design. Grayed colors, illustrated on color chart.

Suggested Exercises in Drawing, Constructive Work and Design.

GRADE 7B.

BOYS.

Total time per week 90 minutes, to be divided into two periods of appropriate length, for lessons in Object Drawing, Working Drawing, Structural and Applied Design.

WORKING DRAWING.—**Develop** and **emphasize** the **purpose** of working drawings.

Aim to secure **clear** and **well placed** free hand sketches, followed by **accurate** mechanical drawings, **carefully lettered** and **dimensioned.** Insist on neatness in execution.

STRUCTURAL DESIGN.—Aim to develop law of **Fitness to purpose**—*i. e.,* that use determines form and material, and that desire for strength and beauty determines proportions.

Two Lessons Each Week.

1. Working Drawing: (free hand—3rd angle—3 views) from model furnished by Shop Instructor, or From paper holder, or other model furnished by Special Teacher.

   Extension, dimension lines, etc., indicated. Use hard pencils.

   Study of model to develop principles of constructive design (fitness of model to purpose; beauty in proportion; proper relation of parts), with a view to the making by each pupil of a model showing original dimensions.

2. Each pupil will plan, within given limitations, original proportions for his model. The dimensions planned may be marked upon the free hand working drawing made last lesson. If necessary a new free hand drawing will be made and dimensioned. Vertical dimensions should be turned to read from bottom of page toward the top.

3. Plan original modifications in outline of model dimensioned last lesson. Make several sketches.

4. Each pupil will draw, full size, such part of the model as is modified in outline. This drawing is to be followed in shop or class room in the construction of the original form.

5. Working Drawing (mechanical) of original model from free hand working drawing. Position of views on paper decided upon by each pupil.

6. Continue working drawing of original model. Three views drawn, showing parts of original model without modified outline.

7. Continue working drawing. Make careful drawings of parts showing modified outline. Cut these out to use as templates in completing working drawing.

8. Practice in free hand printing and numbering. Practice also printing name of pupil and title of drawing.

9. Complete working drawing. Trace parts showing modified outlines. Dimension and letter drawings.

DESIGN.—In APPLIED DESIGN aim to develop knowledge: of **Balance**—equalized weights or consistency of attractions, **Rhythm**—continuous or related movement, and **Harmony**—consistency or relationship of masses.

Emphasize the proper **relation** of the decorating **mass** to the **space** decorated, and the **refinement** of the elements of the mass.

Two Lessons Each Week.

10. Original design for constructed form: make sketches, conventionalized unit from leaf and flower.
11. Continue with sketches for design.
12. Continue with sketches for design.
13. Complete design for constructed form.
14. Make two tracings on paper of design for constructed form. One of these is to be painted, the other to be used in tracing design on constructed form.
15. Practice painting flat washes of colors, suitable for staining wood, as illustrated on color chart. Paint background of design.
16. Practice painting units for design in colors showing harmonious relations with background color.
17. Complete painting design.

OBJECT DRAWING.—Aim to secure **individual work** in drawing vegetable, leaf forms and familiar objects singly and in simple groups. Emphasize **correct foreshortening.** Require careful **pencil tests** to determine **proportions** and **directions.** Use **class models.**

In all drawings emphasize **quality of line** expressive of **texture.**

Two Lessons Each Week.

18. Draw square prism, horizontal and turned. Make several quick sketches of the model turned in different positions, or
Picture Study: "The Sower"—Millett.
19. Draw square prism, horizontal and turned.
20. Draw large book, horizontal and turned.
21. Test Drawing.—Large book or box horizontal and turned. Development of lesson to precede drawing.
22. Draw group, cylinder standing and square prism, horizontal and turned, or
Picture Study: "Mona Lisa"—Da Vinci.
23. Sketch group, as cereal box standing and turned, and water cup on side, or
Book partly open, standing on long edges, turned, like tri-prism, on top of book horizontal and turned.
Note size and placing. General and relative proportions and position of objects. Sketch whole group lightly.
24. Complete drawing of group, sketched 23d lesson.
Group placed in position and studied. Errors in proportion and appearance corrected. Drawings completed with attention to rendering.
25. Draw foreshortened vegetable, or cone, on side, base visible, or
Picture Study: "The Temeraire"—Turner.
26. Draw cone on side, turned.
27. Sketch group, flower pot standing and one on side, turned, or
Cylinder standing and one on side turned.
28. Sketch group, cylindrical object standing and conical object, horizontal and turned.
Proceed as in lesson 23.
29. Complete drawing of group sketched 27th lesson. Attention to rendering.
Proceed as in lesson 24.
30. Test Drawing.—Group illustrating principles reviewed during the term, or
Picture Study: "Paysage"—Corot.

31. Plant Form Drawing.—Blocking in and drawing foreshortened leaf, or

    Paint vegetable or spray in water color.

32. Draw simple spray in vertical position, or

    Paint vegetable or spray in water color.

33. Draw simple spray in vertical position, or

    Paint spray or flower in water color.

34. Draw simple spray in vertical position, or

    Paint spray or flower in water color, or

    Picture Study: "Madonna of the Chair"—Raphael.

GIRLS.

Total time per week 90 minutes, to be divided into two periods of appropriate length, for lessons in Object Drawing and Constructive Work with Applied Design. For Constructive Work use oak tag, bogus or cartridge paper, gingham, denim, straw board or other available material.

DESIGN.—In APPLIED DESIGN aim to develop knowledge: of **Balance**—equalized weights or consistency of attractions, **Rhythm**—continuous or related movement, and **Harmony**—consistency or relationship of masses.

Emphasize the proper **relation** of the decorating **mass** to the **space** decorated, and the **refinement** of the elements of the mass.

Two Lessons Each Week.

1. Design for cushion cover, table cover, tray cloth, bureau scarf, table mat. Original sketches, conventionalized unit from flower and leaf, or

   Draw pattern for glove box, work box, necktie box.

2. Continue with sketches for design on cloth, or

   Continue with form commenced 1st lesson.

3. Complete unit for design on cloth, or

   Complete form commenced 1st lesson.

4. Trace design on cloth, or

   Design for constructed form: original sketches, conventionalized unit from flower and leaf.

5. Complete tracing design on cloth, or

   Continue with original design for constructed form.

6. Practice painting and commence painting design on cloth, or

   Complete unit for constructed form and trace design.

7. Complete painting design on cloth, or

   Paint design on constructed form. Grayed colors, illustrated on color chart.

8. Draw pattern for glove box, work box, necktie or cuff box, or

   Design for cushion cover, table cover, bureau scarf, table mat: make original sketches, conventionalized unit from leaf and flower.

9. Complete form commenced 8th lesson, or

   Continue sketches for design on cloth.

10. Design for constructed form: original sketches, conventionalized unit from flower and leaf, or

    Complete unit for design on cloth.

11. Continue sketches for design for constructed form, or

    Trace design on cloth.

12. Trace design on constructed form, or

    Practice painting and commence painting design on cloth.

13. Paint design on constructed form, or

    Complete painting design on cloth.

OBJECT DRAWING.—Aim to secure **individual work** in drawing vegetable, leaf forms and familiar objects singly and in simple groups. Emphasize **correct foreshortening.** Require careful **pencil tests** to determine proportions and directions. Use **class models.**

In all drawings emphasize **quality of line** expressive of **texture.**

Two Lessons Each Week.

14. Object Drawing. — Draw square prism, horizontal and turned. Make several quick sketches, or
Picture Study: "The Sower"—Millet.

15. Draw square prism, horizontal and turned.

16. Draw large book, horizontal and turned.

17. Test Drawing.—Large book or box horizontal and turned. Development of lesson to precede drawing.

18. Draw group, cylinder standing and square prism, horizontal and turned, or
Picture Study, "Mona Lisa"—Da Vinci.

19. Sketch group, as cereal box, standing and turned, and water cup on side, or
Book partly open standing on long edges, turned, like tri-prism on top of book horizontal and turned.
Note size and placing. General proportions; relative proportions and placing of objects. Sketch whole group lightly.

20. Complete the drawing of group sketched last lesson. Group placed in position and studied. Errors in proportion and appearance corrected. Drawing completed with attention to rendering.

21. Draw foreshortened vegetable, or
Cone on side, base visible, or
Picture Study: "The Temeraire"—Turner.

22. Draw cone on side, turned.

23. Sketch group, flower pot standing and one on side, turned, or
Cylinder, standing, and cone, on side, turned.

24. Sketch group, cylindrical object standing, and conical object, horizontal and turned.
Proceed as in lesson 19.

25. Complete drawing of group. Attention to rendering.
Proceed as in lesson 20.

26. Test Drawing.—Group illustrating principles reviewed during the term, or
Picture Study: "Paysage" — Corot.

27. Plant Form Drawing.—Blocking in and drawing foreshortened leaf, or
Paint vegetable or spray in water color.

28. Draw simple spray, or
Paint vegetable or spray in water color.

29. Draw simple spray in vertical position, or
Paint spray or flower in water color.

30. Draw simple spray in vertical position, or
Paint spray or flower in water color, or
Picture Study: "Madonna of the Chair"—Raphael.

Design.—Decorative Arrangement.

31. Design for invitation card, program cover or poster. Decorative arrangement; spray of leaves, or leaves and flower. Make sketches.

32. Continue with sketches for decorative arrangement.

33. Trace decorative arrangement.

34. Paint designs. Grayed colors illustrated on color chart.

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